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ABSTRACT

This document is a 1971 master plan for the development of Nevada community colleges. The mission of the community college is seen as five-fold: occupational, university parallel, developmental, community service, and counseling and guidance. Based on projected manpower needs, the establishment of two new community colleges in Clark County and Western Nevada is recommended. These two new colleges will join Elko Community College as the foundation of the Nevada community college system. Enrollment projections for each of these three institutions are made for the 10-year period ending in 1980. Projections are based on an assessment of high school graduate interest in specific programs, and the expected effects of Nevada's public school adult education programs, of existing post-secondary occupational programs at the state universities, and of population growth. In addition, policy recommendations are made concerning admission standards, college size, grading, articulation, budget, facility improvement, and expansion. Specific recommendations include: the establishment of an open door policy; a grading policy designed to pass students, rather than to fail them; a goal of 60 percent of total student enrollment in occupational programs; a maximum size of 5,000 full-time equated students for any community college in the state. (NHM)

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STATE PLAN FOR COMMUNITY COLLEGES IN THE STATE OF NEVADA

Prepared by the Community College Division
of the University of Nevada System

Adopted by the Board of Regents

January 7, 1971

JC 760 126

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INTRODUCTION

The comprehensive community college, the American contribution to higher education, will provide the people of Nevada with a completely new horizon of educational opportunity. The educational scope of the comprehensive community college is limited only by the educational needs of the communities being served.

In the fall of 1967 the community of Elko opened the first public community college in Nevada. This milestone in educational development for Nevada was watched with intense interest by the people of the State. The Thirteenth Special Session of the Nevada Legislature, recognizing the importance of Elko's efforts to establish a community college, in February, 1968, adopted Assembly Bill No. 22:

> "An act relating to education; establishing a pilot project for community colleges; directing further study of their feasibility generally; and providing other matters properly related thereto."

Assembly Bill No. 22 was approved on February 26, 1968. In addition to the preamble, Assembly Bill No. 22 instructed the State Department of Education to "study and recommend to the 55th Session of the Nevada Legislature . . ." a feasibility study for creating throughout the State "or in suitable areas thereof . . ." area community colleges. To conduct the feasibility study, Arthur D. Little, Inc. was retained.

The report by the study team "Recommendations for Community College Education in The State of Nevada: A Report to the Superintendent of Public Instruction," was submitted in December, 1968. The comprehensiveness of this report provided a wealth of information, along with alternative plans of potential operation for community colleges in Nevada.

The 55th Session of the Nevada Legislature passed Assembly Bill No. 659:

> "An act relating to the Elko Community College; repealing certain provisions of a special law; and providing other matters properly relating thereto."

Assembly Bill No. 659 was approved on April 16, 1969, and became part of the Nevada Revised Statutes, Chapter 403.

The primary provision of this bill was in Section 2 where the University of Nevada Board of Regents was charged with the responsibility for developing and administering the community colleges in Nevada.

Prior to the final enactment of Assembly Bill No. 659, Governor Paul Laxalt had recommended to the University of Nevada System Board of Regents, pending appropriations by the Legislature that:

> "The Board of Regents establish a Community College Division as a fourth division of the University of Nevada System."

The Legislature established an operational budget for Elko Community College during the 1969-1971 biennium based on $1,000.00

per FTE student. For the 1969-1970 school year the budget was approved for 150 FTE students, and for the 1970-1971 school year the budget was approved for 175 FTE students.

In addition, the Legislature approved $1,000.00 per year of the 1969-1971 biennium for assisting in the establishment of the Community College Division of the University of Nevada System.

At this same meeting of the Board of Regents, February 7, 1969, Chancellor Neil D. Humphrey asked the approval of Governor Laxalt's recommendation and further requested and gained approval for the following:

1) "The Board of Regents indicate its intention to create a Community College Division of the University of Nevada System, in compliance with the Governor's recommendation, if the Legislature appropriates funds for this purpose;

2) "The Board of Regents expresses its appreciation to Governor Laxalt, the Elko School Board and the Advisory Board of the Elko Community College for their expressions of confidence, and;

3) "The Chancellor be instructed to develop a proposed plan of organization and basic program for implementation of these recommendations and that in developing such he consult with Governor Laxalt, Mr. Burnell Larson, President Richard Lynch of Elko Community College, the two Elko boards, and the Chancellor's Advisory Cabinet."

Elko Community College has continued to develop as a comprehensive community college. The Board of Regents has named a Director for the Community College Division, University of Nevada System. The advisory boards for the various community college developments are beginning to function. Plans are tentatively developing for campus openings in Las Vegas and Reno in the fall of 1971.

I THE PHILOSOPHY AND FUNCTIONS OF COMMUNITY COLLEGES IN NEVADA

The Community College is a two-year college and an integral part of the American system of higher education. It subscribes to an open door policy of admitting any high school graduate or any adult who is capable of profiting from continuing instruction. Its approach is comprehensive and its objective is to provide a wide range of programs to meet the needs of all people in the community.

The Community College Division in Nevada strives for quality programs. It is the intention of this division to find some program that can benefit each of its students. It is not a system designed to fail students but rather one designed to pass students. Quality programs can be designed at many different levels. Large numbers of failures do not necessarily indicate quality programs any more than large numbers of successes indicate inferior programs. The Community College Division believes in setting standards for courses and programs and requiring students to meet these standards before completing the course or program. If a student cannot master the content, he should be allowed to try some other course or program without penalty.

The philosophy of an open door college basically, and realistically, means that the comprehensive community

college should have available to the communities being served, within the limitations of physical and fiscal resources, educational opportunities as extensive or as limited as may be needed. The philosophy of the open door college does not mean that the entrant can have unlimited educational access to any and all courses and programs. Within the requirements and limitations set by the courses and programs, each entering student will be given equal opportunity to prepare for the rigor of entrance into a particular course or program.

The open door philosophy provides access to educational opportunity for those citizens within the community who are basically eighteen years of age, or who can benefit from the educational programs and courses available in the comprehensive community college. The open door philosophy can also be highlighted as the second chance opportunity for many people. In the more informal atmosphere of the community college, the citizens of the community can receive post-secondary educational opportunity that may not have been previously available, or not have appeared to be as attractive in some other educational environment.

The community colleges established in this state should remain two-year colleges and not become four-year colleges. They are collegiate institutions in their own right and have a very important role to play in higher education in this state as enumerated in this philosophy.

PURPOSE

The mission of the comprehensive community college is basically five-fold -- occupational, university parallel, community services, developmental, and counseling and guidance. The scope of these areas is as broad as necessary to accomplish the educational goals of the communities being served.

A. Occupational Programs.

Occupational programs are those designed to provide the student with vocational or technical skills so that he may enter the labor force upon completion of the program. These programs are designed to educate students for semi-skilled professions, skilled professions, and semi-professional technical jobs.

The rapid change in American social, economic and occupational society has come primarily from the profound advances in new technologies. A very large number of people in today's labor market owe their employment opportunities to occupational opportunities that did not exist twenty years ago.

Occupational programs of the comprehensive community college provide basic employment skill and knowledge for the students. These programs are varied in length. Many will be one-year

certificate programs; others will be two-year associate degree programs. The level of skill needed for employment entry will determine the amount of time necessary for a student to attend the program.

The occupational programs will also be responsible for keeping in constant contact with the needs of each industrial area served by student placement; skill requirements for job entry; and new and changing requirements within the industrial complex. These contacts will be served primarily through advisory committees formed from people representing the program for which the instruction is developing talent. Also, instructors will be selected from or have extensive work experience in each of the industrial areas served by the instructional programs, and will regularly return to these labor fields for updating of knowledge.

The occupational programs will provide theory and "hands on" lab experience for the students. The students will have the opportunity to learn that there is dignity and respect in the industrial complex.

The breadth of offerings for the occupational programs will not only provide basic entry skills, but will also be charged with the responsibility

to provide in-service, skill advancement training as such needs are identified by the industries being served.

The goal in Nevada is to have 60% of the students in community colleges enrolled in these programs.

All post-secondary technical education at the two-year level in Nevada should be offered by the Community College Division. Eventually all such programs currently being offered by the universities should be phased into the community colleges, unless there are ongoing programs at the universities that could better be operated by the universities.

B. University Parallel Programs or Liberal Arts and Science Programs.

The university parallel courses and programs are designed to provide in-depth learning opportunity for each student. These programs are sometimes referred to as liberal arts and science, or as lower division collegiate. They are designed for those students seeking a baccalaureate degree. The courses are to be taught at the same level as those taught at the traditional senior institution.

It is imperative that these courses provide opportunity for the many levels of educational need. Not every student is immediately ready to move into the scholastic rigor of the traditional collegiate

course requirements. Therefore, developmental courses will be implemented to provide students with the needed background of academic preparation in all courses leading to their educational goals.

The courses offered by the instructional areas within the university parallel will also provide a level of academic courses essential to meet the requirements for the Associate Degree Programs and Certificate Programs for the occupational programs. These courses will be academically rigorous enough to provide the needed level of scholastic knowledge as identified for the program served.

In addition, the course offerings within the university parallel offerings will need to be developed to meet numerous levels of educational need within the community to be served. Such needs can range from the most basic level of learning, to assisting with developing very advanced, sophisticated courses that may be offered through college or university extension.

The university parallel offerings become the basic academic service courses to all areas of the community college operation.

C. Community Service Programs.

The community service function will bring the community to the campus and the campus to the community. This function is best highlighted by depicting the community college as the cultural, social and recreational hub of the community.

It is the responsibility of the comprehensive community college to provide the community being served with a speakers bureau, musical programs, drama productions, recreational activities as spectators and participants, a community meeting facility, and a plant and program geared to the needs of the community.

The faculty and staff of the comprehensive community college is to identify with the community and not be waiting for the citizenry to pass through the portals of knowledge. The faculty and staff enrich the community with their individual talents, and, in turn, are individually and collectively enriched by the community.

The community service function will not be overshadowed by the other functions. Through the community service programs, the community colleges can assist in the sclution of community problems by making staff resources available to the

community. They can provide programs of instruction beyond the classroom and laboratory through seminars, workshops and conferences. They can help individuals to update skills in a variety of vocational and technical programs. They can provide individuals and groups in the community with opportunities to learn recreational skills and to participate in recreational programs. They can really serve as a catalyst for the conscience of the community.

All Manpower and Development Training programs in the state should eventually be phased into the community colleges. These programs would be administered as a part of the community services function such as the Skill Training Center in Las Vegas now operating under the Community College Division.

D. Developmental Education.

The developmental education function of a comprehensive community college is by far the most fascinating and challenging. The philosophy of the open door focuses on the educational concerns of the communities being served.

Through the developmental programs, any student has the opportunity to work on his own individual problems associated with his learning. The past

problems of why the problem is brought into focus with how to solve the problem.

Each program of the comprehensive community college will maintain an entry level that reflects the goals of employment entry skill development. Not all people will be qualified to enter these programs. Those persons who possess the ability but do not have the depth of background preparation will be given an opportunity to build their educational deficiencies to the required levels.

Those people who want or need work in building educational skills at basic levels in reading, mathematics, communications will have these opportunities. In this manner, any student can enter the community college environment and develop his educational background based on college courses designed to meet these areas of developmental needs. The emphasis of these programs is to assist the students in overcoming the areas that may have previously blocked opportunity for them.

The Community College Division does not wish to employ traditional methods to remedial education but rather will emphasize the need for programs which encourage the student to develop at his own pace and in which his own progress rather than adherence to a set schedule becomes the criterion for success. There will be continuing study and

evaluation of innovations in remedial education to insure flexibility and responsiveness to the needs of the individual student.

E. Counseling and Guidance Program.

The counseling and guidance function of the comprehensive community college is certainly one of the most important of its many functions. Trained, professional counselors work closely with each student in assisting the student to achieve his educational goals and objectives.

The counseling staff will establish a testing program which will assist each student in measuring his individual potential against his goals. These testing and interview sessions are definitely not designed to screen out students. The purpose is to assist the student to better understand himself and his potential. Should the student change his objectives, or experience frustrations in the development of his objectives, the counselors will assist the student in redirecting his efforts toward attainable goals.

The counselors will also assist in developing the role of the faculty advisor. This function is designed to assist each student in achieving educational success. The faculty advisor will assist in program and course planning after the counselors have

worked with the student in identifying his educational needs. The counselors and faculty advisors will be in regular contact with each student's academic progress. Student concerns that go beyond the role and function of a faculty advisor will be referred to the counselors.

The counseling and guidance functions will move into the community to work with the high school and junior high school programs of student planning for future educational goals and objectives. In this role, a community college counselor will tell the story of the community college; answer any questions or concerns relevant to occupational education; discuss the requirements of university parallel courses and programs; provide testing services that will help students in seeking entrance requirements to colleges and universities; be available to help students and citizens within the community in identifying agencies where social, spiritual, medical or monetary assistance may be obtained.

The counseling and guidance function of a comprehensive community college is available at any hour of any day which the college is open.

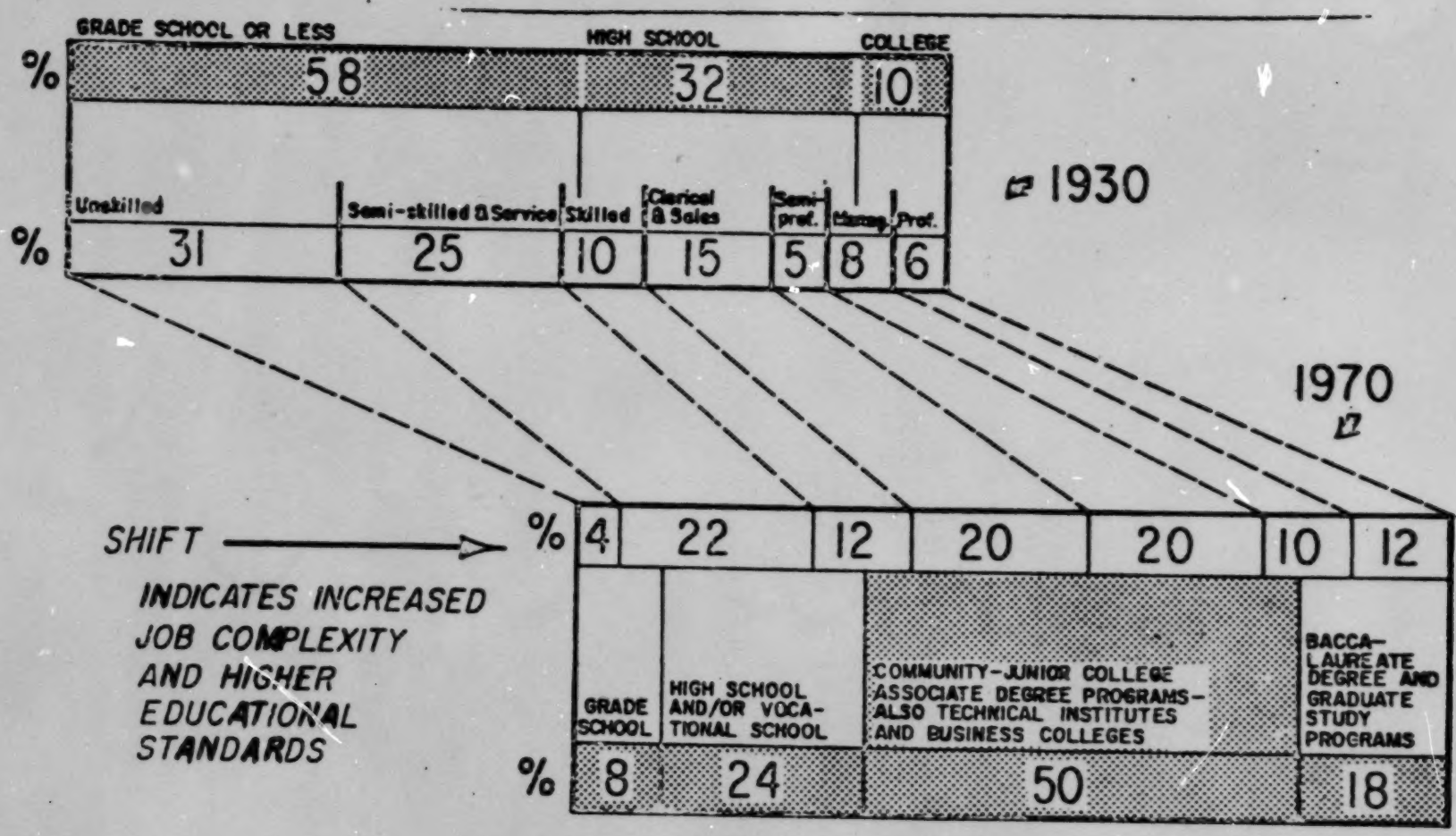
These five major roles and functions are the format of the open door philosophy for the comprehensive community college. These five major goals are designed to avoid a "revolving door" status for people desiring the educational services of the comprehensive community college.

II MANPOWER NEEDS IN NEVADA

The need for community college educational opportunities has been established nationally. Although Nevada is unique in many ways, the social and economic forces of the state are really not that much different from the rest of the nation. The pressures on the citizens of Nevada will continue to mount for more advanced educational requirements. Many of these requirements will be from the areas of middle management, technologies, and advanced skill training. This level of occupational requirements is graphically displayed by Norman Harris in the enclosed chart, "Changes in U. S. Occupational Trends and Educational Levels -- 1930-1970."

Nevada's need for providing educational opportunity is further developed in a recent study that shows that 40% of the freshmen enrolled at the University of Nevada, Reno campus, failed to progress to sophomore standing at the end of the freshman year. The same study shows that at the University of Nevada, Las Vegas campus, over 50% of the freshmen failed to progress to sophomore standing after one year.

These same students would have had a "second chance" in a comprehensive community college. It is possible some of these students attempted college or university work in some other states and, with maturity, have attained their educational goals. It is also reasonable to assume that



Source: Harris, Norman. Technical Education in the Junior Colleges--New Programs for New Jobs. (p. 27) American Association of Junior Colleges, Washington, D.C.

FIGURE I-1 CHANGES IN U.S. OCCUPATIONAL TRENDS AND EDUCATIONAL LEVELS--1930 TO 1970

one of the numerous programs at a community college might have helped the student find a productive place in the labor market at an earlier stage in life.

One of the very difficult problems facing so many of the young men is the military requirement. Recent studies reveal the male population of a community college to be past the 18-19 age group. This would indicate quite a number of the young men are meeting their military obligation and then returning to prepare for civilian occupations or professions. These students have a higher level of economic stability because of the G. I. Bill of Rights, plus the maturity of additional years since high school graduation. The community colleges are responsible for developing meaningful opportunities for these students.

The opportunity for occupational education is a primary function of the comprehensive community college. Again Norman Harris indicates that:

> Nationally nearly twenty percent of the labor force is engaged in professional and managerial jobs for which the education requirement is ordinarily a college degree. At the opposite end of the occupational spectrum, fewer and fewer jobs are now available for unskilled persons; reliable estimates putting the figure for the 1970's at only about seven percent of the labor force. One step removed from the

"unskilled" classification are the jobs which are generally classed as "semi-skilled and service" jobs. During the 1970's perhaps twenty-five percent of the labor force will find employment in jobs at semi-skilled and service levels. In between the professional/managerial classification and the semi-skilled/service classification are sections of the work force usually referred to as "skilled," "clerical and sales," and "semi-professional/technical." These three levels of the work force constitute what we shall call "middle manpower" and for the 1970's, workers in these categories will comprise about fifty percent of the work force of the nation.

Distribution of the Labor Force
In Various Occupational Groups

(United States -- 1940-1975)

		Percents		
	Occupational Group	1940	(est) 1975	Educational Qualification
	Professional/managerial	14	21	B. A. +
Middle Manpower	Semi-professional/technical	6	18	
	Clerical and sales	16	20	Associate Degree
	Skilled	10	12	
	Semi-skilled and services	28	23	H. S.
	Unskilled	26	6	

Quite dramatically the need for educational training is apparent. The entire society benefits if these needs are fulfilled. By the same token, the society must be prepared to provide the programs and facilities that will enable the citizens to exploit their educational objectives.

The unique feature of the comprehensive community college is the flexibility to adjust to these needs. The industrial and business community is the primary resource for the programs of the comprehensive community college program. These programs are reorganized regularly to keep in tune with the needs of the industries served.

Nevada's concern for a comprehensive community college program is further developed in the statistics available on high school enrollments and projected graduation statistics. The dramatic growth in Nevada's population is reflected even more realistically in the school enrollment figures. Nevada has provided an excellent public school system and a fine university system. The figures that depict the potential student reservoir for both the university at Reno and Las Vegas also tell an even more graphic picture of potential students for the community colleges.

An entering freshman at both the Reno and Las Vegas campuses of the University of Nevada needs a grade point average (g.p.a.) of 2.3 for his high school work in order to be admitted as a regular student. The University of

Nevada, Reno, states "early confirmation of admission is granted to high school applicants who have earned an overall grade point average of 2.5 (A=4, B=3, C=2) or higher through the first half of their senior year provided the required subjects are being completed."

Further study reveals that in 1967-1968 there were 1,515 high school seniors in Nevada who had a g.p.a. of less than 2.0 (C average). At best, these students would gain probationary admittance to either branch of the University of Nevada.

Approximately sixty-one percent of the 1968 graduates had a g.p.a. of 2.49 or less. The balance of the high school seniors in Nevada in 1967-1968, 39% or 1,789, possessed a g.p.a. strength of 2.5 (C+) or greater. These grade statistics are quite interesting when we again consider the statistics that at Reno in the period of 1964-1967, 40% of the entering freshmen did not progress to sophomore standing, and at Las Vegas in the period 1963-1967 over 50% of the entering freshmen failed to reach sophomore standing at the end of one year. Those students who are in the g.p.a. range of less than 2.0 (C average), or even more important, those students who possess a g.p.a. of 2.49 or less (C+ average) constituted 61% of the students who would be classed as not having a solid chance of progressing to sophomore standing at either of the University of Nevada campuses.

National studies reveal that collegiate success at senior institutions is directly related to a solid high school g.p.a. of 2.5 (C+) or better. The academic rigor of the senior institution is a very real source of frustration for the entering student who does not have the overall grasp of how to survive in such an environment.

In many other senior institutions of higher education in the United States the minimal high school g.p.a. for admission is a 2.5 (C+ average). Some of these institutions require even higher levels of high school academic achievement.

It is reasonable to assume that a comprehensive community college program for Nevada will be able to help many of these students who need a more informal, less rigorous environment even though the standards are not any less. The community college provides many levels of academic challenge which permit the student to develop his academic abilities and aptitudes. Having the opportunity to develop in an environment and at a pace more suitable to his needs and goals, the student then gains educational security. This then becomes, in many instances, the "second chance" at educational success, or, in many cases, the chance to realize goals and objectives that are well within attainable limits.

Those students who do progress through the academic environment of the community college lower division collegiate courses and/or programs, and either enter or return to the

senior institutions academic environment, are able to compete very successfully with the regular senior institution students. The level of academic success upon transferring to the senior institution seems to be directly related to the amount of time spent in the community college. The student who transfers with junior standing is a stronger, academically better adjusted student than those students who transfer before they complete their sophomore year at a community college. The Community College Division in Nevada will encourage its students to complete a two-year program at the community college before considering transfer to a four-year college or university.

A continuing study of the need for the comprehensive community college programs can be seen in the general population growth for Nevada. The basis for the total enrollment in a community college is the entire community being served. Therefore, the major population centers in Nevada possess a vast reservoir of potential for the comprehensive community college programs. Those areas less concentrated in population still possess a need and a potential for the comprehensive community college programs. These needs can be served through planning and coordination with the other educational agencies in the state with extension courses and programs.

The population of Nevada in 1970 was 481,893. Of this total, 84% lived in three counties, Elko county (3%), Clark county (56%), and Washoe county (25%). These people, 84%

live within reasonable commuting distance of potential community college campuses in Elko, Clark county and Washoe county. A reasonable commuting distance would be approximately 50 miles, or a one hour drive from a community college campus. In the less populous areas of the state the potential enrollment could be served, in part, by extension courses and programs centered in the various towns across the state. Actually, any school or Grange Hall could serve as an education center if the enrollment justified the cost of instruction. In this concept the comprehensive community college will utilize the human resources immediately available. The goal of the Community College Division is to make community colleges' services available to all people in the state.

The following table illustrates various projections of the population of Nevada through 1980.

TABLE 2
Various Projections of the Population of Nevada, 1960 to 1980

Year	Population		
	Col. 1*	Col. 2**	Col. 3***
1960	285,000	285,000	285,000
1965	440,000	477,330	440,000
1970	499,000	602,600	531,000
1975	514,000	-------	611,000
1980	536,000	-------	676,000

*U.S. Bureau of the Census-Illustrative Projections of the Population of States: 1970 to 1985, Series P-25, No. 326, February 7, 1966.

**Bureau of Business and Economic Research, July, 1966, University of Nevada.

***Table VI in Appendix to Chapter III of Hauser's and Taitel's publication, Prospective Changes in Society: Ch. 3, Population Trends-Prologue to Educational Programs. Name of Table VI: Resident Population of the Eight Mountain States, Observed, Estimated and Projected: 1900-1980.

The continuing growth of Nevada's adult population and the potential impact on the community college development is best portrayed by the enrollment in the adult education programs in Washoe and Clark counties. These figures provide a solid projection of the potential F.T.E. enrollment that very likely will be drawn to the various courses and programs available through the comprehensive community college. Nationally the largest headcount of enrolled students comes from adults who enroll to improve their vocational needs and requirements, or desire new avocational opportunities, or plan a new vocational area and come to the comprehensive community college for the needed training. It is the hope of the community college through its diversified programs to serve this increasing population and the programs planned in this report reflect this potential increase.

MIDDLE MANPOWER IN NEVADA

The decade of the 1960's has seen a rapid growth in Nevada's labor force. This period of rapid growth has seen a 60% increase in the labor force, or approximately 6% each year. The majority of this increase has occurred in the Clark and Washoe county areas, with the balance of the state experiencing more limited growth. During this period certain industries experienced modest to low growths because of the generally tight money market. The construction industry was

most affected during the decade; mining and manufacturing were making modest gains during the decade.

The major employment growth for the 1960's was in Services (92% by 1967), Finance, Insurance and Real Estate (83% by 1967), Trade (56% by 1967), and Transportation, Communication and Public Utilities (28% by 1967). These major growth areas are the types of employment positions that will be served by the middle manpower programs of the community college occupational programs.

The following tables dramatically outline the actual status of employment in Nevada, and projected employment status through 1980.

NEVADA INDUSTRY-OCCUPATION MATRIX, 1969

Occupation Group	Industry Group								
	Mining	Construction	Manufacturing	T.C.P.U.[1]	Trade	F.I.R.E.[2]	Service	Government	Total
Professional, Technical & Managerial	700	600	1,500	2,200	2,700	1,500	12,100	16,500	37,900
Clerical & Sales	200	1,100	1,700	3,400	15,700	4,800	15,800	7,600	50,200
Service	100	200	200	300	8,100	400	38,700	7,100	55,100
Processing	600	*	900	*	200	*	200	*	2,000
Machine Trades	400	300	1,300	500	2,100	*	1,300	1,000	7,000
Bench Work	*	*	200	100	800	*	300	100	1,500
Structural	700	8,200	1,000	1,600	1,200	200	4,100	2,000	19,000
Misc.	1,100	400	800	5,200	4,800	200	2,000	1,600	16,100
TOTAL:	3,900	10,900	7,700	13,400	35,500	7,100	74,500	,800	188,800

[1] Transportation, Communication and Public Utilities.

[2] Finance, Insurance and Real Estate.

Figures may not add to correct toals due to rounding.

* Less than 50

NEVADA INDUSTRY-OCCUPATION MATRIX, 1980

Occupation Group	Industry Group								
	Mining	Construction	Manufacturing	T.C.P.U.[1]	Trade	F.I.R.E.[2]	Service	Government	Total
Professional, Technical & Managerial	1,000	1,200	2,900	3,400	4,800	3,200	24,100	33,200	73,800
Clerical & Sales	300	2,000	3,400	5,300	28,300	10,100	31,300	15,200	95,800
Service	200	500	300	500	14,600	800	76,800	14,300	108,000
Processing	800	*	1,800	*	400	*	400	*	3,500
Machine Trades	500	600	2,600	800	3,800	*	2,700	1,900	12,900
Bench Work	*	100	400	100	1,400	*	500	200	2,800
Structural	900	15,000	1,900	2,600	2,100	400	8,200	4,000	35,100
Misc.	1,400	700	1,600	8,200	8,600	400	4,000	3,100	28,100
TOTAL:	5,000	20,000	15,000	21,000	64,000	15,000	148,000	72,000	360,000

[1]Transportation, Communication, and Public Utilities.

[2]Finance, Insurance, and Real Estate.
Figures may not add to correct totals due to rounding.

*Less than 50

The data reveals how dependent the state is upon service related industries. As projected by the table, by 1980 it is estimated that 88.3% of the employment in Nevada will be in the areas of service related industries.

The curriculums for the community colleges will be in close contact with these developments and changes through the area advisory committees, plus the lay advisory committees that will be serving the individual vocational/occupational programs.

Over 80 percent of Nevada's total nonagricultural wage and salary employment is located in the two metropolitan areas of Clark and Washoe counties. Clark county has experienced the greatest growth increasing its employment by over 120 percent, from 47,000 to 104,700 in the last nine years. During the same period Washoe county's nonagricultural wage and salary employment increased from 32,400 to 51,200, a gain of almost 60 percent. The balance of the state, which includes the remaining 14 counties and Carson City, gained 9,300 workers, which resulted in an increase of 39 percent. The magnitude of each of these percentage increases is considerable when it is realized that the national growth in nonagricultural wage and salary employment came to 29 percent during this same nine year period.

It is reasonable to assume that not all of the anticipated growth will be middle manpower needs. But a major percentage of the projection would fall into the middle

manpower definition, and thus have employment placement potential for the community college graduate, based on the 1980 projections. Again, the total will not be all middle manpower employment, but a significant enough potential does exist to plan training programs for the community colleges.

Projecting through 1980, we find that it is estimated that there will be sufficient economic growth in Nevada to create 170,000 more jobs than existed in 1968, an increase of almost one hundred percent. The significance of this projection is highlighted by the fact that for every job in 1968, there will be approximately two jobs in 1980.

These projections are based on the status of no major wars and no major economic down trends, plus other major economic fluctuations, such as unchecked inflation. Allowing that there will be stability and a continuing rise in national prosperity, the general picture for employment in Nevada appears to be very bright.

The Service industries will provide the large majority of the employment placement potential for community college graduates. These areas of skill training will be:

Semi-professional/technical	Associate Degree
Clerical and sales	and Certificate
Skilled	requirements

The required training in the associate degree and certificate programs will provide the students with employment entry skills, plus a breadth of educational development

to understand the inter- and intra-relationships of the everyday world.

The following groupings, revised and up-dated regularly, will provide the basis for occupational groupings:

A) The national average of approximately 20% for professional/managerial employment will hold in Nevada's economy through the decade of the 70's. (This level of employment potential usually requires at least baccalaureate level preparation.)

B) Semi-professional/technical and skilled occupations will hold medium level placement potential;

C) Clerical and sales jobs will probably provide a high level placement potential;

D) Service employment from short-term and two-year training and re-training will provide high level placement potential. (These areas will provide the majority of graduates from the community college vocational/occupational programs.)

E) Semi-skilled employment potential will provide a challenge for re-training programs. Placement potential will be low and declining steadily.

F) Unskilled employment and farm labor employment will be low and steadily declining. The challenge for training will be through short-term opportunity with in-service upgrading the possibility of motivation.

OCCUPATIONAL TRENDS IN THE "MIDDLE MANPOWER" FIELDS

A survey of major occupational trends in the state reveals the following data. Manpower Horizons '75 lists current employment groupings and projects the anticipated growth through 1975. By occupational "families" the following areas can anticipate the noted growth possibilities.

Occupational Family	Growth Rate Through '75
Division of Agricultural Technology	
Pre-agriculture Major	Moderate
Agricultural Mechanics	Moderate-Rapid
Agricultural Business and Management	Moderate-Rapid
Ranch and Farm Management	Moderate-Rapid
Crop Production Technology	Moderate-Rapid
Division of Business Education	
Accounting	Rapid
Bookkeeping	Slow-Moderate
Date Processing	Moderate-Rapid
Insurance	Moderate-Rapid
Merchandising/Retailing	Moderate-Rapid
Secretarial	Moderate-Rapid

Division of Health Services	
Inhalation Therapy	Moderate-Rapid
Licensed Practical Nurse	Rapid
Registered Nurse	Rapid
Medical Assistant	Moderate
Nurse's Aide	Rapid
Dental Assistant	Moderate-Rapid
Dental Hygienist	Moderate-Rapid
Division of Industrial Technology	
Air Transportation	Moderate
Appliance Maintenance and Repair	Moderate-Rapid
Automotive Maintenance and Repair	Moderate-Rapid
Engineering Design/Drafting	Moderate
Electronics	Moderate-Rapid
Operating Engineers	Rapid
Division of Public Service	
Fire Science	Rapid
Law Enforcement	Moderate-Rapid
Culinary Arts	Moderate
Hotel/Motel Management	Moderate
Educational Assistant	Moderate-Rapid

Some of these programs could progress to baccalaureate level requirement. The vast majority of the preparational requirements will be served through associate degree and certificate programs.

These projected assessments of middle manpower needs can be interpreted in light of some national trends:

A) All work is becoming more cognitive and the educational requirements for all jobs are continually increasing;

B) The states of the United States (and the nations of the world) with the highest investment in education generally enjoy the highest rates of economic growth;

C) A high school education, for many decades considered to be the standard or "norm" for American youth, is no longer sufficient. The President's Commission on Higher Education stated in 1947, and emphasized again in 1957, that at least half of all high school graduates should go on for at least two years of college. What should the figure be for 1971? Several states have already exceeded 60 percent;

D) Time and time again supply has been found to create its own demand. A supply of well-educated and highly trained young people attracts industry and business and has a significant impact on the economy. The money allocations for community college development is an investment rather than an expenditure.

The major element to a successful occupational program is the counseling and guidance program plus its faculty advisor programs. These counseling and advisory services must be made available not only to the campus student body, but also to the communities being served. The effectiveness of these programs will be the measure of "employment dignity" given to students. To assist students, parents and friends in understanding the two-year, associate degree and certificate programs, each college will have a strong counseling program. The counseling and guidance function, plus the close coordination of the advisement function, will assist students in understanding the reality that the senior institution, with its rigid academic environment, is not intended for everyone. The close reality of goals in a two-year program, plus good remuneration and advancement potential, will hopefully bring "employment dignity" to students.

An analysis of projected employment needs in the State of Nevada will show the kinds of occupational programs that should be offered in the community colleges. Community college programs will be divided into five broad areas: agricultural, business, industrial, health, and public service.

The following table illustrates the projected manpower needs in nonagricultural occupations that would directly be affected by community college programs:

CURRENT AND PROJECTED EMPLOYMENT NEEDS

		1969	1980
1	BUSINESS		
	Typists	4,300	8,400
	Secretaries	4,200	8,300
	Bookkeepers	3,100	5,900
	Retail Trade Cashiers	1,900	3,500
	Stenographers	1,200	2,400
	General Office Clerks	1,200	2,100
	Stock Clerks	1,100	2,100
	Hotel Clerks	1,000	1,900
	File Clerks	700	1,300
	Mail Clerks	600	1,100
	Data Processing Operators	600	1,200
	Key Punch Operators	400	700
	Sales Clerks	6,800	12,400
	Salesmen	4,300	7,900
	Computer Programmers	300	600
	Accountants	1,900	3,400
2	INDUSTRIAL		
	Auto Mechanics	2,400	4,300
	Aircraft Mechanics	500	1,000
	Diesel Mechanics	400	600
	Appliance Repairmen	300	500
	Radio and Television Repairmen	200	400

		1969	1980
2	INDUSTRIAL (continued)		
	Building Trades	19,000	35,100
	Electrical Technicians	900	1,800
	Machinists	700	1,300
3	HEALTH		
	Registered Nurses	1,400	2,700
	Licensed Practical Nurses	600	1,300
	Dental Assistants	500	900
	Medical Technicians	300	400
4	PUBLIC SERVICE		
	Waiters	8,400	16,100
	Chefs and Cooks	3,300	6,300
	Guards and Watchmen	1,700	3,300
	Law Enforcement Officers	1,600	3,100
	Hairdressers	800	1,500
	Casino Operations	18,000	35,700
	Warehousemen	1,800	3,200
	Firemen	1,200	1,900

ESTABLISHMENT OF TWO NEW COMMUNITY COLLEGES

In order to meet these manpower needs two new community colleges will be established in Clark County and Western Nevada. These colleges will open on August 30, 1971. These two comprehensive community colleges join Elko Community College in the foundation of the two-year public community colleges for Nevada.

The total community college two-year program will be administered by the Community College Division, University of Nevada System.

By 1975 the Community College Division will consider the possible establishment of community colleges in the Lake Tahoe area, White Pine County, plus a second major campus development in the Clark County area.

The maximum size of any community college in the state should be 5,000 students. A college larger than that creates too many problems. More people can be served by colleges of reasonable size than by one large institution and probably less expensively.

These considerations will be based upon the population growth in the areas described, plus the State of Nevada as a total base of development for the comprehensive community college, two-year post-secondary educational program. If the population increases sufficiently in these areas and the needs of the communities show a necessity, community colleges will be recommended for these areas.

The Community College Division through the campus centers will actively serve the State of Nevada in each community of the state. Each campus center will be responsible for that portion of the state as outlined on the attached map. The service to be provided will be as identified by the communities, and developed cooperatively with the county superintendent and other community leaders.

These areas are as follows:

Elko Community College Service Area

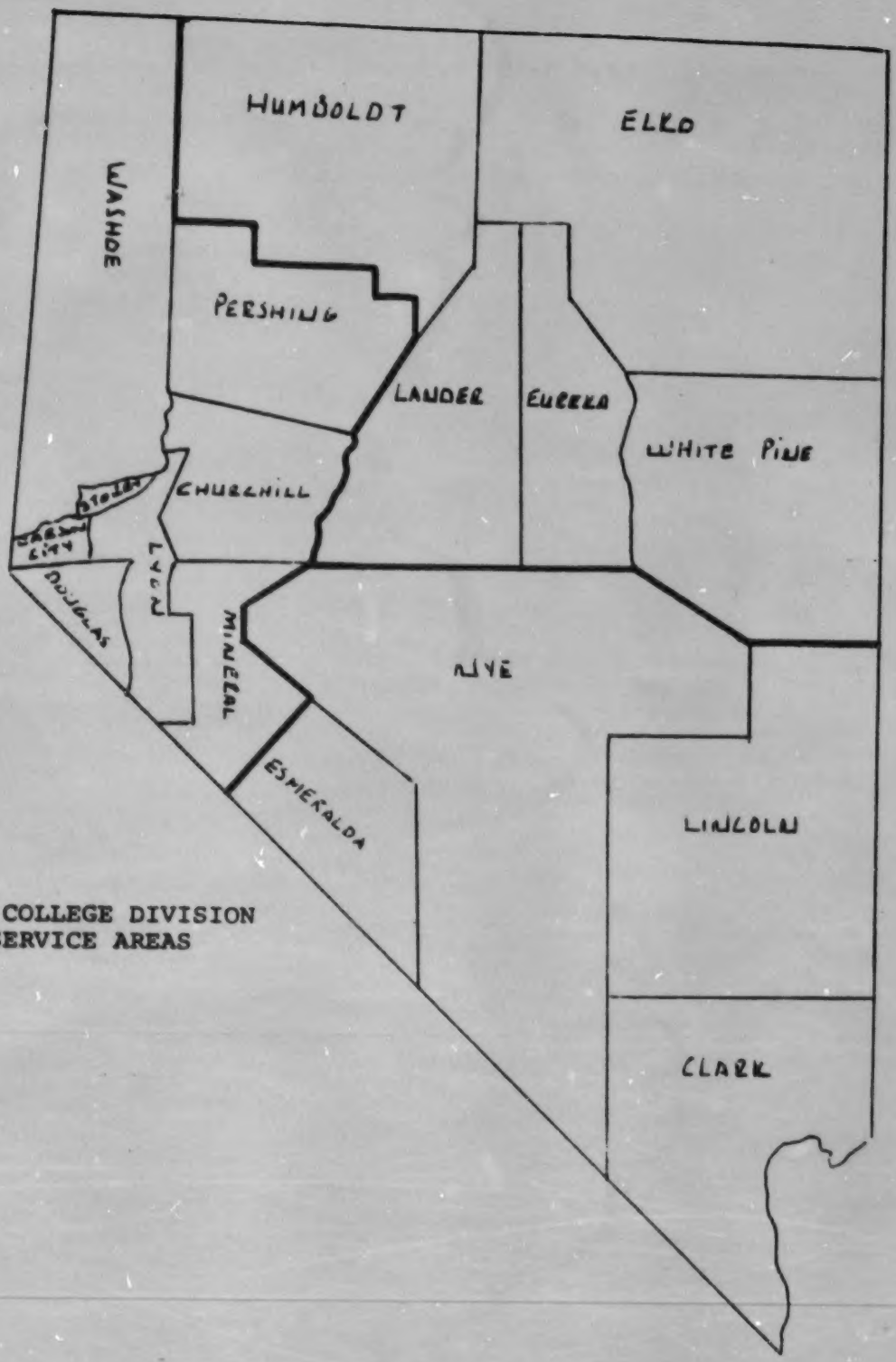
Elko County
Humboldt County
Lander County
Eureka County
White Pine County

Clark County Community College Service Area

Clark County
Lincoln County
Nye County
Esmeralda County

Western Nevada Community College Service Area

Washoe County	Lyon County
Pershing County	[illegible]as County
Churchill County	Carson City
Mineral County	Storey County



COMMUNITY COLLEGE DIVISION
CAMPUS SERVICE AREAS

In order to meet these manpower needs in the state the following occupational programs should be established at the various community colleges all leading to the Associate in Applied Science degree or Certificate of Achievement.

CLARK COUNTY COMMUNITY COLLEGE

A. Business Programs

1. Accounting
2. Bookkeeping
3. Data Processing
4. Insurance
5. Retailing
6. Secretarial
7. Stenographer
8. Office Administration

B. Health Programs

1. Dental Assistant
2. Dental Hygienist
3. Licensed Practical Nursing
4. Surgical Technician
5. Mental Health Technology
6. Inhalation Therapy

C. Industrial Programs

1. Electronics
2. Mechanical Design
3. Air Transportation
4. Appliance Repair

CLARK COUNTY COMMUNITY COLLEGE

C. Industrial Programs (continued)

5. Automotive
6. Refrigeration
7. Building Trades
8. Radio and Television Repair

D. Public Service Programs

1. Law Enforcement
2. Fire Science
3. Cosmetology
4. Culinary Arts
5. Teacher Aides
6. Hotel Management
7. Casino Operations
8. Slot Machine Servicemen

WESTERN NEVADA COMMUNITY COLLEGE

A. Business Programs

1. Accounting
2. Bookkeeping
3. Insurance
4. Data Processing
5. Retailing
6. Secretarial
7. Stenographer
8. Office Administration

WESTERN NEVADA COMMUNITY COLLEGE

B. Health Programs

1. Licensed Practical Nursing
2. Registered Nursing
3. Medical Secretary
4. Medical Technician
5. Nurses Aides
6. Radiologic Technician
7. Surgical Technician
8. Dental Assistant
9. Dental Hygienist
10. Mental Health Technician

C. Industrial Programs

1. Electronics
2. Engineering Design
3. Appliance Repair
4. Automotive Repair
5. Radio and Television Repair

D. Public Service Programs

1. Law Enforcement
2. Fire Science
3. Cosmetology
4. Culinary Arts
5. Hotel Management
6. Teacher Aides
7. Casino Operations
8. Warehousemen

ELKO COMMUNITY COLLEGE

A. Agriculture Programs

1. Agriculture Mechanics
2. Agriculture Management
3. Farm and Ranch Management

B. Business Programs

1. Bookkeeping
2. Secretarial
3. Insurance
4. Data Processing
5. Retailing
6. Office Administration
7. Business Management

C. Health Programs

1. Licensed Practical Nursing
2. Nurses Aides

D. Industrial Programs

1. Electronics
2. Drafting and Design
3. Automotive
4. Heavy Equipment

E. Public Service

1. Teacher Aide
2. Law Enforcement
3. Culinary Arts

It is also assumed that eventually all two-year technical programs at the University of Nevada, Las Vegas, would be phased into community college programs in Clark County Community College and those at the University of Nevada, Reno, would be phased into community college programs in Western Nevada Community College.

After the community colleges are initially established they should follow the same procedures as the universities for approval of new programs. Where the universities have comparable courses and programs, the community college graduate should be accepted with full transfer rights as juniors. In fact, the community college graduate should be given priority in admission at the junior level.

Community colleges are accredited on a general institutional basis by the various regional accrediting bodies. Five professions also have special accrediting agencies for community college programs. They are medicine, dentistry, nursing, engineering, and music. The Community College Division is opposed to such specialized accreditation because it increases the costs of the college operation associated with accreditation and it fractionalizes the college programs by opening the way to individual accrediting of all programs. The three community colleges wish to be accredited solely by the Northwest Association but would welcome cooperation between professional associations and the Northwest regional accrediting body.

The community colleges in the state will operate under the following basic principles in developing occupational programs:

The college should be "open door" with unrestricted admission to all high school graduates and to all persons over 18 years of age whether high school graduates or not. Courses and curriculums, of course, are open only to those students with proper preparation.

Developmental and remedial courses must be provided for educationally retarded students not ready to enter "regular" courses.

Two or more "levels" of programs are provided in most occupational fields.

A "job cluster" or job family approach to curriculum organization should be used. The graduates are then "field-oriented" rather than "job-oriented", and will have greater occupational mobility and a lower rate of unemployment caused by technological change.

All associate degree curriculums should have sufficient content in general education and in supporting theory courses. However, the general education and theory courses need not be, and for the most part are not, college-parallel or "transfer" courses.

A high quality guidance program with some degree of directive counseling should be initiated.

A core curriculum approach should be used in planning associate degree curriculums.

Continuous contact with regional business and industry should be maintained through a number of active advisory committees.

Graduation Requirements

These programs will lead to either the Associate degree or to a Certificate of Achievement.

The community colleges will award the Associate in Arts degree, the Associate in Applied Sciences degree and the Certificate of Achievement.

General Requirements

1) A minimum cumulative grade point average of 2.0;

2) Fifteen (15) semester hours of credit should be completed within the Community College Division, University of Nevada System;

3) An application for graduation must be on file by the beginning of the final semester before graduation;

4) All financial obligations with the campus must be paid, or approved procedures of payment authorized and recorded;

5) All library obligations must be final and not outstanding.

All graduating students are expected to participate in commencement exercises. All Associate Degrees and Certificates of Achievement will be awarded at the commencement exercises. Commencement exercises will be held at the close of spring semester each year.

Degree Requirements

Associate in Arts	Credits
1) English/Communications	6
2) U. S. and Nevada Constitution	3
3) Science and Mathematics	8
4) Social Sciences	12
5) Fine Arts/Humanities	9
6) Electives	22-26
Minimum semester hours	60-64

Students planning to transfer to the University of Nevada, Reno or Las Vegas, and who are planning their degree work as outlined for the Associate in Arts are advised to select courses that fulfill the degree requirements at the universities. Students planning to transfer to senior

institutions in other states are advised to study a current catalog for that institution available at each registration period.

Students planning to use the Associate in Arts degree for employment qualifications at the completion of four semesters are advised to select courses in accordance with their employment goals. The counselors and faculty advisors will be able to assist the student in selecting these courses.

Associate in Applied Sciences	Credits
1) English/Communications	6
2) U. S. and Nevada Constitution or American Institutions	3
3) Major occupational area	24
4) Social Studies	6
5) Science and Mathematics	6
6) Electives	15-19
Minimum semester hours	60-64

In addition to the degree courses and programs, a student may desire to achieve the same high level of skill training, but not be so deeply involved with the academic requirements of the associate degree programs. In order to fulfill this objective, the Community College Division campuses are authorized to award the Certificate of Achievement as outlined below:

Certificate of Achievement	Credits
1) Communications	6
2) Major occupational area	18
3) Electives	6-8
Minimum semester hours	30-32

Science will be required in some programs and elective in others.

The Certificate of Achievement candidates must meet all the general graduation requirements in addition to those outlined for the program.

III ENROLLMENT PROJECTIONS

Many factors can affect the potential enrollment in the community colleges in Nevada and four significant ones will be discussed here. The most important factor is the extent to which adult or non-recent high school graduates attend the community college. Recent increases in public school adult education courses indicate a substantial backlog of potential students of this type within the state. The history of community colleges in other states indicates that considerable numbers of students in the community colleges are composed of adults. Enrollment predictions can be affected as much as 20% in either direction by the extent to which these students participate.

A second factor is the extent to which recent high school graduates enroll in community colleges. Nationally community colleges plan on enrolling as many as 60% of the recent high school graduates within their service areas. We have assumed a far lesser percentage in our estimates because of the newness of the community college concept in Nevada and the lack of adequate facilities. If this percentage were used, total enrollment would increase proportionately.

A third factor is the extent to which two-year programs are phased into the community colleges. Our predictions are based on the assumption that all of the two-year

programs at the two universities will be phased into the community colleges and that some students who fail in the first year at the universities will enter the community colleges. If the programs are not all phased into the community college, then the total enrollments will be reduced proportionately.

Lastly, Nevada's population can affect enrollment. Total state population has increased dramatically within the last decade; in fact, Nevada is one of the fastest growing states in the union. Our enrollment projections have been based on a more moderate rate of growth for the 70's. Any extensive deviation from these current projections would have a corresponding effect on enrollments.

Of course, such factors as location of classes and cost to the student cannot be overlooked in predicting enrollment. Classes must be located so that they are the most accessible to the most number of students. This is not always possible in using existing facilities so the place of classes can measurably affect enrollments. Likewise if the cost is not kept low some students will be priced out of a community college education. The Community College Division believes that the cost of a community college education to the student should be kept at an absolute minimum.

A. THE EFFECT OF NEVADA'S PUBLIC SCHOOL ADULT EDUCATION ON COMMUNITY COLLEGE ENROLLMENT.

The historical development (decade of the 60's) of the public school adult education enrollments in Nevada is outlined below for the 1960-1969 period. The precise effect of this program cannot be predicted with detailed accuracy, but it can be anticipated there will be an impact of some measurable proportion. This conclusion is derived from the fact that 73% of the 1967-1969 enrollment, based on FTE computations, were in courses and/or programs common to the comprehensive community college programs. Another item of importance is that approximately 72% of the adult education students were pursuing their educational goals in the three counties of Elko, Clark and Washoe. It is anticipated that substantial numbers of these enrolees would be attracted to the courses and programs of the Community College Division campuses.

ADULT EDUCATION IN NEVADA
COMPARATIVE ENROLLMENTS 1963-1969
YEAR ENDING JUNE 30

	1963	1964	1965	1966	1967	1968	1969
Total Number Enrolled	9,774	10,310	13,281	19,280	23,594	21,848	23,607
Total Hours Instruction	45,407	58,827	83,825	93,324	107,756	131,933	107,589
Number of Classes Conducted	597	587	707	1,003	1,383	1,225	1,485
Enrollment in:							
Agricultural Education	82	74	37	116	129	89	28
Business and Office Occupations	1,329	1,211	1,666	2,249	2,027	2,286	1,922
Distributive Education	249	732	686	515	477	865	881
Health Occupations	0	0	340	307	570	576	225
Home Economics	1,340	1,357	853	1,000	1,357	1,256	1,343
Technical Education	1,580	1,976	2,527	2,176	2,281	1,569	326
Trade and Industrial	2,171	1,916	2,036	2,555	1,888	1,360	1,508
MDTA Programs	427	557	1,799	1,450	1,867	1,051	1,310
Adult Basic Education	0	0	0	1,181	998	1,892	4,439
General and High School	1,612	1,731	2,686	3,193	3,391	3,662	4,757
Community Services (arts, etc.)	988	602	651	797	707	1,535	3,521
Civil Defense Adult Education	0	0	0	3,708	7,964	1,467	13
ARA Program	14	154	0	33	38	0	0

ADULT EDUCATION IN NEVADA
COMPARATIVE ENROLLMENTS 1963-1969
YEAR ENDING JUNE 30

	1963	1964	1965	1966	1967	1968	1969
Post Secondary - FTE and PTE							1,971
FTE Enrollment (16 hours credit/FTE)	1,182	1,532	2,183	2,430	2,806	3,436	2,804
Estimated FTE enrollment in community college curriculum areas	1,051	1,362	1,962	2,118	2,074	2,517	2,055
County Enrollment							
Clark County	3,743	4,254	6,383	8,692	9,890	10,307	12,260
Washoe County	3,443	3,677	4,119	5,178	5,422	4,797	6,199
Elko County	249	59	203	525	267	725	0
Others	2,339	2,320	2,576	4,885	8,115	6,019	5,148
TOTAL	9,774	10,310	13,281	19,280	23,694	21,848	23,607

In the area of Adult Education, some counties have not provided programs for the people in their areas. There are many valid reasons for this status. The Community College Division with its flexibility and diversity should be able to provide all counties with the educational needs in the adult education programs.

One can easily see from the above statistics that the continuing education program currently being offered by the various county school districts is large and the programs are excellent. The Community College Division has planned its enrollment predictions on the assumption that many of these programs would be phased into community college programs in order to give students college credit for their work and to help them receive either certificates or associate degrees. National experience indicates that whenever this happens, enrollment in such programs usually increases. The number of programs in each area will vary but all occupational programs of a post-secondary nature are planned for the community colleges. This could include all of the programs except Adult Basic Education and High School, but not all of the courses. This planning alone would take a period of time to accomplish.

B. EFFECT OF THE EXTENT OF HIGH SCHOOL GRADUATES ENROLLING IN COMMUNITY COLLEGE ON ENROLLMENT PREDICTIONS

Study of the 1969-1970 High School Seniors

The grade point averages of public high school seniors for the academic year 1969-1970 were obtained from all the data compiled by the ACT in the first four testing sessions of the 1969-1970 school year. There were 2,924 high school seniors reporting grades and 112 seniors for which no grade computation was available.

Previous research clearly demonstrates a positive relationship between the level of performance in high school and success in college. The attention is centered on high school performance, not course patterns.

The summaries of the grade reports are presented in the following tables. For those reporting grades, it can readily be seen that 522, or 17.5% of all the reporting seniors, had grade point averages of 2.0 or lower. There were 719, or 24.5% of all the reporting seniors who had grade point averages of 2.25 to 2.50 (C+ range). There were 1,683, or 58% of all reporting seniors, who had grade point averages of 2.75 or better.

The minimum grade point average from high school for admission as regular students to the University of Nevada, Reno or Las Vegas, is a 2.3 g.p.a. for Nevada residents.

Based on these statistics it is apparent that 42% of the seniors reporting to ACT would not qualify for regular admission to either campus of the University of Nevada.

Grades Earned by Nevada Seniors

Less than 2.0		2.0		2.25		2.50		2.75		Total
No.	%	No.	%	No.	%	No.	%	No.	%	
228	8	294	10	319	10	400	14	415	14	
3.0		3.25		3.50		3.75		4.0		
No.	%	No.	%	No.	%	No.	%	No.	%	
377	13	291	10	230	8	195	7	175	6	2,924

The currently existing entrance requirements to University of Nevada, Reno and Las Vegas, for admission to regular standing is high school graduation with 16 units, 10 of which must be in specified academic areas. Admission further requires that 6 of these units be with grades of B or equivalent, and an overall 2.3 g.p.a. Many four year state colleges and universities require at least a 2.5 grade point average or above, with some universities requiring a g.p.a. of 2.75 or above. If the two campuses were to raise their regular admission requirements to 2.5 or above, and if the

g.p.a.'s of the seniors are remaining as the 1967-1968 patterns, approximately 60% of the graduating seniors in Nevada would not be eligible for university level work. As of 1967-1968, 50% of the high school seniors in Nevada could meet the present 2.3 entrance requirements.

It is interesting to note that in 1968 in Nevada that out of a total potential senior class of 6,834, only 4,615 remained from the tenth grade, resulting in a high school dropout between the 10th and 12th grades of 1,981 students. Many of these obviously have moved out of the state but enough remain for the state to be concerned and to initiate community college programs designed for such people.

It is apparent that the need exists for expanded educational opportunity to serve the latent educational needs of these dropouts, plus other areas where educational need is developing beyond the secondary level, but not necessarily the traditional environment of the senior institutions. The "open door" college with the comprehensive environment for servicing educational needs can provide a collegiate opportunity to those who have previously not been able or willing to take full advantage of educational opportunity.

The Higher Education Advisory Committee surveyed all high school seniors in Nevada in 1968 about their plans for higher education and program interests, including attendance at a community college. Research in other areas has demonstrated that high school seniors' responses with regard to

post-high school attendance intentions are closely related to what follow-up studies find them doing a year or so later. Thus, a high level of validity can be derived from these findings. The tabulations below indicate an intense interest in the educational opportunities of the community college.

Educational Interest of Seniors In A Public Two-Year College (Community College)

	Washoe	%	Clark	%	Other	%	Total	%
Would Enroll	181	21.0	412	25.0	161	17.0	754	22.0
Would Not Enroll	146	17.0	277	17.0	132	14.0	555	16.0
Might Enroll	550	62.0	967	58.0	634	69.0	2,151	62.0
	877	100.0	1,656	100.0	927	100.0	3,460	100.0

The following tabulations indicate over-aspirations on the part of many high school seniors. The findings of the survey by the Advisory Committee are consistent with patterns and surveys in other areas.

Results of a Questionnaire Survey of High School Seniors

By Advisory Committee on Higher Education

State of Nevada - April, 1968

Study Field	Present Study Field Expectations			
	Clark	Washoe	Others	State Total
	No. %	No. %	No. %	No. %
High School Curriculums:				
College Preparatory	1,430-62.0	760-60.0	710-56.0	2,900-60.0
Commercial	370-15.0	140-11.0	220-17.0	730-15.0
Vocational-Trade Technical	320-14.0	265-21.0	260-20.0	845-17.0
Other	200-9.0	95-8.0	80-7.0	375-8.0
Total	2,320-100.0	1,260-100.0	1,270-100.0	4,850-100.0
College Programs:				
Liberal Arts	178-13.2	108-13.9	77-10.4	363-12.7
Business Administration	210-15.0	69-8.9	64-8.6	334-11.6
Engineering	101-7.5	78-10.0	63-8.6	242-8.4
Agriculture	27-0.1	48-6.1	44-5.9	119-4.6
Education (teaching)	281-20.9	147-18.9	116-15.6	544-18.9
Home Economics	22-0.1	24-3.9	23-3.1	69-2.4
Nursing	29-0.2	20-2.5	24-3.1	73-2.5
Pre-professional: Law	57-0.4	36-4.6	23-3.1	116-4.6

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
Pre-professional: Medical	110	8.2	71	9.1	47	6.3	228	7.9
Other	156	11.6	59	7.6	77	10.4	292	10.2
Sub Total	1,162	77.2	660	85.5	558	75.1	2,380	83.8

Community College Study Field Interests

(Includes scientific and pre-professional programs)

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
College Programs:								
Liberal Arts	453	19.5	246	19.5	208	16.3	907	18.7
Business Administration	487	20.9	226	17.9	201	15.8	914	18.8
Engineering	239	10.3	119	9.4	135	10.6	493	10.1
Agriculture	85	3.6	62	4.9	94	7.4	241	4.9
Education (teaching)	341	14.6	190	15.0	162	12.7	693	14.2
Home Economics	81	3.4	54	4.2	64	5.0	199	4.1
Nursing	49	2.1	32	2.5	35	2.7	116	2.3
Pre-professional: Law	--	--	--	--	--	--	--	--
Pre-professional: Medical	--	--	--	--	--	--	--	--
Other	192	8.2	103	8.1	98	7.7	393	8.1
Sub Total	1,927	82.6	1,032	81.5	997	78.2	3,956	81.2

Present Study Field Expectations

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
Business and Commercial Programs:								
Accounting and Bookkeeping	15	0.1	9	1.1	8	1.0	32	1.1
Secretarial and Stenography	29	0.2	27	3.4	38	5.1	94	3.2
Office Machine Operation	2	0.1	3	0.3	3	0.4	8	0.2
Data Processing	25	0.2	8	1.0	14	1.8	47	1.6
Office Management	-0-	--	-0-	--	3	0.4	3	0.1
General Clerical	2	0.1	-0-	--	1	0.1	3	0.1
Retail Selling	-0-	--	3	0.3	-0-	--	3	0.1
Advertising	5	0.1	5	0.6	3	0.4	13	0.4
Other	2	0.1	-0-	--	5	0.6	7	0.2
Sub-Total	80	0.9	55	6.7	75	9.8	210	7.0

Community College Study Field Interests

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
Business and Commercial Programs:								
Accounting and Bookkeeping	28	1.2	8	0.6	13	1.0	49	1.0
General Business	9	0.3	11	0.8	7	0.5	27	0.5
Secretarial and Stenography	70	3.0	35	2.7	34	2.7	139	2.8

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
Office Machine Operation	--	--	--	--	--	--	--	--
Data Processing	56	2.4	21	1.6	36	2.8	113	2.3
Office Management	--	--	--	--	--	--	--	--
General Clerical	--	--	--	--	--	--	--	--
Retail Selling	-0-	--	6	0.4	-0-	--	6	0.1
Advertising	--	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--
Sub-Total	163	6.9	81	6.1	90	7.0	334	6.7

Present Study Field Expectations

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
Trade and Technical Programs:								
Aeronautics	10	0.1	9	1.1	8	1.0	27	0.9
Electronics Technology	14	0.1	5	0.6	13	1.7	32	1.1
Civil Structural Technology	2	0.1	-0-	--	-0-	--	2	0.1
Drafting	5	0.1	2	0.2	5	0.6	12	0.4
Mechanical Technology	5	0.1	-0-	--	1	0.1	6	0.2
Dental Assistant	2	0.1	-0-	--	4	0.5	6	0.2
Practical Nursing	2	0.1	-0-	--	3	0.4	5	0.2

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
Clothing and Apparel Trades	5	0.1	6	0.7	1	0.1	12	0.4
Auto Body and Fender	-0-	--	-0-	--	4	0.5	4	0.1
Auto Mechanics	7	0.1	11	1.4	20	2.7	38	1.3
Diesel Mechanics	5	0.1	3	0.3	3	0.4	11	0.3
Machine Shop	3	0.1	-0-	--	3	0.4	6	0.2
Building Trades	2	0.1	-0-	--	3	0.4	5	0.2
Air Conditioning and Refrigeration	2	0.1	2	0.2	-0-	--	4	0.1
Appliance Servicing	-0-	--	-0-	--	1	0.1	1	0.1
Beautician-Barber	29	0.2	18	2.3	32	4.3	79	2.7
Hotel and Restaurant Trades	-0-	--	2	0.2	-0-	--	2	0.1
Dental Hygiene	--	--	--	--	--	--	--	--
Police Science	--	--	--	--	--	--	--	--
Commercial Art	--	--	--	--	--	--	--	--
Agriculture (General)	--	--	--	--	--	--	--	--
Engineering Aide	--	--	--	--	--	--	--	--
Nursing	--	--	--	--	--	--	--	--
Other	5	0.1	2	0.2	6	0.8	13	0.4
Sub-Total	98	1.6	60	7.2	107	14.0	265	9.0
Total	1,340	79.7	775	99.4	740	97.9	2,855	99.8

Community College Study Field Interests

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
Trade and Technical Programs:								
Aeronautics	18	0.7	14	1.1	10	0.7	42	0.8
Electronics Technology	37	1.5	16	1.2	17	1.3	70	1.4
Civil Structural Technology	--	--	--	--	--	--	--	--
Drafting	18	0.7	8	0.6	16	1.2	42	0.8
Mechanical Technology	--	--	--	--	--	--	--	--
Dental Assistant	--	--	--	--	--	--	--	--
Practical Nursing	--	--	--	--	--	--	--	--
Clothing and Apparel Trades	16	0.6	16	1.2	9	0.7	41	0.8
Auto Body and Fender	--	--	--	--	--	--	--	--
Auto Mechanics	14	0.6	29	2.3	51	4.0	94	1.9
Diesel Mechanics	--	--	--	--	--	--	--	--
Machine Shop	--	--	--	--	--	--	--	--
Building Trades	5	0.2	2	0.1	5	0.3	12	0.2
Air Conditioning and Refrigeration	--	--	--	--	--	--	--	--
Appliance Servicing	--	--	--	--	--	--	--	--
Beautician-Barber	--	--	--	--	--	--	--	--
Hotel and Restaurant Trades	5	0.2	-0-	--	1	0.1	6	0.1

	Clark		Washoe		Others		State Total	
	No.	%	No.	%	No.	%	No.	%
Dental Hygiene	28	1.2	6	0.4	16	1.2	50	1.0
Police Science	14	0.6	10	0.7	10	0.7	54	0.7
Commercial Art	26	1.1	19	1.5	14	1.1	59	1.2
Agriculture (General)	5	0.2	3	0.2	3	0.2	8	0.1
Engineering Aide	2	0.1	3	0.2	3	0.2	8	0.1
Nursing	3	0.1	5	0.3	-0-	--	8	0.1
Other	39	0.6	16	1.2	21	2.4	86	1.7
Sub-Total	230	9.4	147	11.0	183	12.9	560	10.9
Total	2,320	100.0	1,260	100.0	1,270	100.0	4,850	100.0

Notes:

1. The sample size is shown under High School Curriculum -- this outlines the high school curriculum of all who answered the questionnaire.
2. The percentages for each field in Present Study Field Expectations do not add up to 100 percent, as those who are going to school or who did not answer were not counted. The implication then, is, for example, that 80.6 percent of the Clark County students were planning to go on to school and these are their study field expectations.
3. The Community College Study Field Expectations do add up to 100 percent because, as the questionnaire is worded, it appears that practically everyone,

whether they were going to a university, trade school or community college, answered these questions. Therefore, the unusually heavy weight that college programs have is probably due to the non university-bound students answering as if they were going to the university.

The Community College Division then has based its enrollment predictions concerning recent high school graduates on 21% of the graduates in Western Nevada attending the community college and 25% of the graduates in Clark County. Elko Community College has already surpassed all methods of enrollment predictions.

The predicted graduates from the various counties for the 1970's is as follows:

Nevada High School Graduate Summary

History

Year	Washoe	Clark	Other	Total
1963-64	1,013	1,609	1,002	3,624
1964-65	1,270	2,245	1,233	4,748
1965-66	1,213	2,130	1,277	4,620
1966-67	1,212	2,484	1,280	4,976
1967-68	1,225	2,390	1,227	4,842

Nevada High School Graduate Summary

Projection

Year	Washoe	Clark	Other	Total
1968-69	1,303	2,639	1,376	5,318
1969-70	1,251	2,902	1,481	5,634
1970-71	1,330	3,274	1,444	6,048
1971-72	1,435	3,406	1,465	6,306
1972-73	1,427	3,712	1,644	6,783
1973-74	1,471	4,171	1,633	7,275
1974-75	1,565	4,428	1,681	7,674
1975-76	1,518	4,694	1,696	7,908
1976-77	1,647	4,915	1,713	8,275
1977-78	1,689	5,334	1,704	8,727
1978-79	1,871	5,610	1,801	9,282
1979-80	1,964	6,221	1,873	10,058

C. EFFECTS OF POST HIGH SCHOOL PROGRAMS AT THE UNIVERSITIES AND THE ATTRITION RATE IN NEVADA ON COMMUNITY COLLEGE ENROLLMENT

During the academic years 1963-1964 through 1967-1968 the following statistics reveal some very interesting data.

In the school year 1963-1964 there were 3,710 graduates from Nevada high schools. Out of this total 680 entered the University of Nevada, Reno, and 412 entered the University of Nevada, Las Vegas, or a total of 1,092 Nevada high school graduates entered as freshmen at the two University campuses. This represents 19.4% of that year's graduating class who entered as freshmen at one of the University campuses.

In the same year, at the University of Nevada, Reno campus, there were 1,180 freshmen who entered, or 500 additional students from other than recent Nevada high school graduation. At the same time, at the University of Nevada, Las Vegas campus, 530 freshmen entered, or 118 additional students from other than recent Nevada high school graduation.

The grade progression ratio developed for the University of Nevada System by the Office of Institutional Research would reveal the following status as seniors at the two institutions at the time of graduation for the freshman class of 1963-1964:

UNR	Seniors 580	49.1% graduating
UNLV	Seniors 210	39.6% graduating

The purpose of this presentation does not attempt to analyze the "why" of the attrition rates for the 1963-1964 school year. A detailed study of this type of data is presented for the five year period 1963-1964 through 1967-1968.

Progression Rates for Undergraduate Students
University of Nevada, Reno 1963-64 - 1967-68

Year	Fresh. And Uncl.	GPR* 13-14	Soph.	GPR 14-15	Junior	GPR 15-16	Senior
1963-64	1,180	- - -	705	- - -	520	- - -	455
1964-65	1,360	.60	705	.84	590	.97	505
1965-66	1,670	.62	845	.88	620	.83	490
1966-67	1,545	.58	965	.88	740	.94	580
1967-68	1,660	.66	1,020	.88	845	.87	640

*Grade Progression Ratio: indicates the rate at which last year's freshmen and unclassified students progressed to sophomore status. Also includes sophomores failing to progress, and net transfers at the sophomore level.

Progression Rates for Undergraduate Students
University of Nevada, NSU, 1963-64 - 1967-68

Year	Fresh. and Uncl.	GPR* 13-14	Soph.	GPR 14-15	Junior	GPR 15-16	Senior
1963-64	530	- - -	215	- --	120	- - -	80
1964-65	690	.45	240	.86	185	.88	105
1965-66	885	.44	300	.88	210	.89	165
1966-67	865	.41	360	.80	240	1.00	210
1967-68	1,125	.50	430	.89	320	.62	150

*Grade Progression Ratio: indicates the rate at which last year's freshmen and unclassified students progressed to sophomore status. Also includes sophomores failing to progress, and net transfers at the sophomore level.

Grade Progression Ratio

1968-1969 and 1969-1970 (UNR)

Year	Fresh.	GPR	Soph.	GPR	Junior	GPR	Senior	Total
1968-69	1,889	---	1,099	---	889	---	769	4,646
1969-70	1,957	.647	1,223	.784	862	.942	837	4,879

The analysis of the GPR clearly indicates the level of attrition. The freshman class that entered in the fall of 1967 had a returning rate of 66.2% as sophomores, a net loss of 561 students; as juniors in the fall semester of 1969-1970 a returning rate of 51.9% from the entering group, or a net loss of 237 during the sophomore year. The total net loss of students from the entering freshman class in the fall semester 1967-1968 through the junior year fall semester 1969-1970 was 798 students, or 48.08% of the 1967 freshman class was no longer enrolled at the University of Nevada, Reno.

By studying the graduation from Nevada high schools, and analyzing this data for comparison with potential educational advancement, the following tables indicate several sets of figures that reveal new dimensions to educational programming to be considered and served by the comprehensive community college programs.

Transformation Matrix for Nevada High School Graduates Going on as Freshmen and Unclassified Students at the University of Nevada, Reno

Nevada High School Graduates Preceeding Year

Year	Washoe County	Clark County	Other Counties	State Total
1964-65	1,025	1,665	1,020	3,710
1965-66	1,270	2,315	1,230	4,815
1966-67	1,190	2,135	1,270	4,595
1967-68	1,170	2,520	1,270	4,960

Nevada High School Graduates Going on to the University of Nevada at Reno as New Students

Year	Washoe %	Washoe No.	Clark %	Clark No.	Other %	Other No.	State Total
1964-65	.40	410	.04	65	.20	205	680
1965-66	.37	470	.03	70	.20	245	785
1966-67	.34	405	.03	65	.18	230	700
1967-68	.35	410	.03	75	.20	230	735

Transformation Matrix for Nevada High School Graduates Going on as Freshmen and Unclassified Students at the University of Nevada, Las Vegas

Nevada High School Graduates Preceeding Year

Year	Washoe County	Clark County	Other Counties	State Total
1964-65	1,025	1,665	1,020	3,710
1965-66	1,270	2,315	1,230	4,815
1966-67	1,190	2,135	1,270	4,595
1967-68	1,170	2,520	1,270	4,960

Nevada High School Graduates Going on to the University of Nevada at Las Vegas as New Students

Year	Washoe %	Washoe No.	Clark %	Clark No.	Other %	Other No.	State Total
1964-65	.00	2	.25	395	.015	15	412
1965-66	.00	2	.23	525	.013	15	542
1966-67	.00	2	.24	505	.012	15	522
1967-68	.00	1	.23	571	.008	10	582

In 1967-1968 there were 4,960 high school graduates in Nevada. Out of this total 735 went to the University of Nevada, Reno, and 582 to the University of Nevada, Las Vegas, for a total of 1,317 students enrolling as freshmen from the 1968 graduating class at the two campuses of the University of Nevada System, or a total of 26.5% of the graduating seniors. As previously developed, out of the freshman class plus other students entering as freshmen, the attrition rate is quite revealing.

In addition to these computations for the 1967-1968 school year, the results from previous years noted on the tables would be similar for other years. The rates would be about the same for the current enrollments.

Compounding the status of attrition and attendance at the two campuses is the status of academic probation, suspension and disqualification. During spring semester 1968 there were 3,943 undergraduate students at the University of Nevada, Reno, excluding special and general university extension

students, with 23.2% on probation, suspension, or disqualified. At the University of Nevada, Las Vegas campus, approximately 27% of the 2,352 undergraduate students had a similar status. Between the two university campuses, nearly 25% of all the undergraduate students were on probation, suspended or disqualified.

These statistics seem to indicate that it would be better for many of these students to attend a community college and if one were available we assume that they would. We also assume that many who fail at the universities the first semester or first year will attend the community colleges. Our enrollment predictions are based accordingly on these assumptions.

EXISTING POST-SECONDARY OCCUPATIONAL PROGRAMS AT THE UNIVERSITIES IN NEVADA

Post-secondary education has a broad base of operation in Nevada. The breadth of this base has provided extensive educational programming for the state. The types of programs that are administered and/or have been administered by the University of Nevada System Board of Regents at the Las Vegas and Reno campuses, the State Board of Education, and the State Board of Vocational Technical Education are in a large measure the same type of courses and programs administered by a comprehensive community college. Programs operated by the county school districts have previously been mentioned. Programs are also currently being operated at Nevada Technical Institute, Stead Campus, University of Nevada, Reno, and the College of General and Technical Studies, University of Nevada, Las Vegas.

These numerous and widespread programs are attempting in a pattern of educational responsibility to the citizens of Nevada to provide post-secondary occupational education to the state. The overall effects of these programs have been good for the areas and communities being served. The long-range coordination which has been needed is now emerging in the developing comprehensive community college. Through the concentrated efforts of the Community College Division, the campus center of the Elko Community College, the proposed Western Nevada Community College, and Clark County Community

College, a coordinated program of state-wide course and program development is unfolding. Numerous service centers will be developed across the state to accommodate community services programs which will have a much broader, greater in-depth potential for the educational needs of the people of the state. The coordinated programming will provide much stronger motivation for the people who see their educational needs in light of the community college potential.

Nevada Technical Institute,
University of Nevada, Stead Campus

The Nevada Technical Institute was established in 1966 as an integral part of the University of Nevada, Reno, to provide educational opportunities in the technical areas of instruction. In general, the programs offered are developed in cooperation with and are sponsored by the various individual colleges. The courses are designed to prepare the students to obtain employment in a highly skilled technical occupation.

At the present time associate degree programs at the University of Nevada, Reno, are available in (1) agriculture: (a) agricultural air services; (b) agricultural marketing technology; (c) agricultural mechanics; (d) farm and ranch management; (e) parks and turf management; (2) engineering: (a) electronics technology; (b) engineering design technology; (3) law enforcement; (4) business technology; (5) secretarial

science; (6) fashion trades; (7) prekindergarten education; (8) nursing (in cooperation with the Las Vegas campus); (9) food service management; plus a certificate program in radiological technology.

The enrollment reported for fall semester 1969 indicated the following numbers:

	Student Credits	FTE
Agriculture[1]	248	15.5
Home Economics[1]	669	41.8
Business Technology[2]	282	17.6
Nursing[3]	120	7.5
Civil Engineering Technology	182	11.4
Electrical Engineering Technology	262	16.4
Law Enforcement	232	14.5
Mechanical Engineering Technology	257	16.1
*Other	820	50.7
**Total	3,072	205.9

*Includes reporting for students who take course/credit work in the College of Arts and Sciences.

**Not reported in these totals are the credits and FTE (6.1) that are generated in the reference noted in footnote *.

[1]Programs and courses administered through the College of Agriculture.

[2]Programs and courses administered through the College of Business.

[3]Programs and courses administered through the College of Nursing.

The primary concern for these programs in the community college is how they can best serve the needs of students and the industries and businesses who will employ the graduates. The open door policy of admissions will permit students who have the potential for educational success, but do not possess the 2.3 high school g.p.a. for direct admission to the university course work, to enroll in these programs. This does not imply the standards for the programs will be lowered. It does mean that any student with a high school diploma will be admitted to some program but may not be eligible for all programs. Each program will have program entry requirements which will be restrictive only for the purpose of helping to assure success for the entering student, and will permit development in deficient areas.

Each program under the comprehensive community college program will have a developmental program that will permit the students to prepare for deficiencies before moving into the next level of preparation.

College of General and Technical Studies

University of Nevada, Las Vegas

The occupational programs at the University of Nevada, Las Vegas, College of General and Technical Studies, had enrolled in the fall semester 1969, the following numbers:

	Student Credits	FTE
Electronics Technology	355	22.2
Fire Science	105	6.6
Law Enforcement	329	20.6
Medical Records	92	5.8
Nursing	663	41.4
Office Administration	476	29.8
*Radiation Technology	370	23.1
Design Technology	35	2.2
Total	2,425	151.7

The same observation for the Nevada Technical Institute could be applied to the College of General and Technical Studies. The primary concern in both areas of associate degree and certificate programs is to have entrance level requirements, plus the opportunity to develop from levels that do not permit immediate entry, but will allow development from deficiencies.

*Includes Radiologic Technology and Radiation Health Technology.

Again the enrollment predictions for the community colleges in Nevada are based on the assumption that all of these programs will be phased into the community college. This means over 150 FTE students in Clark county and over 200 FTE students in Western Nevada.

D. EFFECT OF POPULATION GROWTH ON COMMUNITY COLLEGE ENROLLMENT

Nevada is experiencing a phenomenal population growth pattern that is well above the national average. The listings by community college service areas will give a clear overview of what the population growth will be doing for Nevada's educational needs in the next decade:

Population of the State, by Counties: 1970 and 1960

(Minus sign (-) denotes decrease)

Counties	1970 (preliminary)	1960	% Change 1960 to 1970	Estimate* 1975	Estimate* 1980
THE STATE	481,893	[1]285,278	68.9	647,905	813,917
Churchill	10,387	8,452	22.9	11,577	12,766
Clark	270,045	127,016	112.6	422,075	574,116
Douglas	6,046	3,481	73.7	8,274	10,502
Elko	13,540	12,011	12.7	14,400	15,260
Esmeralda	600	619	-3.1	- - -	- - -
Eureka	923	767	20.3	1,016	1,110
Humboldt	6,207	5,708	8.7	6,477	6,747
Lander	2,630	1,566	67.9	3,523	4,416
Lincoln	2,515	2,431	3.5	2,559	2,603
Lyon	8,090	6,143	31.7	9,372	10,655
Mineral	6,973	6,329	[illegible].2	7,328	7,684
Nye	5,505	4,374	2[illegible].9	6,218	6,931
Pershing	2,597	3,199	-18.8	- - -	- - -
Storey	678	568	19.4	744	810
Washoe	119,965	84,743	41.6	144,917	169,870
White Pine	9,928	9,808	1.2	9,987	10,047
Independent City:					
Carson City	15,264	5,163	195.6	- - -	- - -

[1]Includes population (2,900) of that part of Ormsby County outside Carson City consolidated with Carson City subsequent to April 1, 1960.

*Estimates are projected on the basis of the growth rate for the decade of the 1960's.

Population of Incorporated Places of 1,000 Inhabitants or More

1970 and 1960

(Minus sign (-) denotes decrease)

Incorporated Places	1970 (preliminary)	1960	Percent Change 1960 to 1970
Boulder City	5,139	4,059	26.6
Carlin Town	1,275	1,023	24.6
Carson City	15,264	5,163	195.6
Elko	7,449	6,298	18.3
Ely	4,073	4,018	1.4
Fallon	2,923	2,734	6.9
Henderson	16,129	12,525	28.8
Las Vegas	124,161	64,405	92.8
Lovelock	1,551	1,948	-20.4
North Las Vegas	35,315	18,422	91.7
Reno	72,121	51,470	40.1
Sparks	23,922	16,618	44.0
Wells	1,055	1,071	-1.5
Winnemucca	3,519	3,453	1.9
Yerington	1,985	1,764	12.5

Enrollment at community colleges is directly proportionate to the population. One of the best guides for predicting enrollments in community colleges nationally has been in relation to the population of the area. Wherever a community college begins operation it can be assumed that one out of every 200 individuals in the total population will attend. In the second year with facilities of its own the community college would probably increase this to one out of every 100 people.

The chief obstacle to forecasting enrollments for prospective community colleges in the State of Nevada is a lack of historical data from an existing community college to use as a basis for projection. It appears that sizable enrollments might be expected at Clark County Community College and Western Nevada Community College in the fall of 1971. Community colleges are the fastest growing educational institutions in the United States, and in the western states they are growing even faster than the national average. There is no indication at present that this trend will not apply in Nevada.

It is impractical to assume that exact enrollments can be estimated in one state from community college experience in other states, nevertheless, certain relationships in college enrollments have been repeated with enough regularity in other states that they can be applied tentatively in the

State of Nevada. It was on this basis that the enrollments were projected for the community colleges in the state.

In other states the relationship of community college full time equated enrollment to the total population has been one full time equated student for every 200 individuals. In these states, full time equated enrollment has been based on 15 credits per student; in Nevada it is based on 16 credits per student. The 1970 population of Western Nevada which includes the counties of Churchill, Douglas, Lyon, Storey, Washoe and Carson City is 160,430. The 1970 population of Clark County is 270,045. Adjusting the 15 credits to the 16 credits and using the 200 figure, one comes out with an enrollment prediction of approximately 750 for Western Nevada Community College and 1,250 for Clark County Community College.

An alternative method to projecting the enrollments was also used and almost the same results were gathered. In 1968 the Higher Education Advisory Committee surveyed all graduating seniors in the State of Nevada. In the Clark County Community College area approximately 18% of the students said that they would definitely enroll in the community college if it existed in that area. There are approximately 4,500 seniors predicted in 1971 for the Clark county area; 18% of these students would give an enrollment of approximately 800 first year students in the community college. The best estimates are that approximately half as many additional students would enroll as

second year students which results in an enrollment figure of a little over 1,200 for the community college in Clark county. This did not take into consideration the 50% who said that they might attend a community college if it were placed in that area, too. The same method was used to predict enrollment in Western Nevada Community College. With a possible senior enrollment in 1971 of 2,700 students, using the same percentage of 18, this would give an enrollment of slightly over 700 students for Western Nevada Community College. These figures would include only those students who definitely would enroll in a community college if it existed and, hence, probably using this method, the 750 and 1,250 figures are probably low.

However, these figures were used primarily because of many unknown factors in predicting the enrollments for these colleges:

(1) The number of programs at the two universities that would be phased into the community colleges;
(2) The number of adult programs currently being operated by the school districts that might be phased into the community colleges;
(3) The predicted population growth in the state;
(4) The level of community and university support;
(5) The accessibility of classes and programs for all students.

If all of these factors are positive then probably the enrollment predictions are low. If all of these are negative then perhaps the predictions are high.

TEN YEAR PROJECTIONS

The following tabulations are presented to indicate the anticipated growth within the Community College Division for the decade. It is anticipated that these figures could be conservative, particularly as the growth proceeds beyond the establishment of campus facilities. The division and the campuses will make intensive studies of enrollment developments and projections in order to permit reasonable revisions, as needed, on the budgetary plans that are to be planned for the biennial sessions of the Nevada Legislature.

FTE Enrollment Projections, 1971-1980

	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Elko Community College	200	225	240	260	280	300	320	340	350	360
Clark County Community College	1,250	1,600	2,000	2,400	2,800	3,100	3,400	3,700	4,000	4,300
Western Nevada Community College	750	1,000	1,300	1,600	1,900	2,100	2,300	2,500	2,700	3,000
Total	2,200	2,825	3,540	4,260	4,980	5,500	6,020	6,540	7,050	7,660

As indicated earlier in this report, the Community College Division anticipates 60% of its enrollment in the occupational area, 20% in the university parallel area, 10% in community services and 10% in developmental programs. Within the occupational area it is anticipated that 2% of the students will be in agriculture, 30% in business, 15% in health occupations, 23% in industrial programs, and 30% in public service programs.

IV ADMISSION STANDARDS

The community colleges in Nevada adhere to the open door admission policy. This applies to admission to the college and not admission to a specific curriculum or course. The open door college will have closed door curricula. If a student lacks the proper preparation, he may need a semester or two in developmental courses in order to prepare him for the occupational or university parallel courses. The community college opens wide the door of opportunity but it still must adhere to quality programs at all levels.

It is imperative that the community colleges offer a wide range of courses and curricula in order to satisfy the wide range of abilities in its student body. There must be several levels of many different courses, particularly in English, mathematics, and reading. There must also be different levels of occupational curricula and these must have different admission standards. These standards will be noted in the detailed programs that will be submitted in a later report.

All students in the community colleges must have a high school diploma or its equivalent to enter the occupational programs or the university parallel programs. A passing grade on the G. E. D. Test will be accepted as a substitute for a high school diploma.

All adults over the age of 18 who are capable of profiting from the instruction offered are eligible to enroll in

any community service programs or developmental programs or guidance programs and services.

High school seniors may be admitted for not more than two courses upon the recommendation of their high school principal.

The goal of the community college is to provide post-secondary education for all who seek it. The admissions standards reflect this goal but also reflect a desire on the part of community colleges in Nevada to maintain high quality programs. The community colleges strongly support John Gardner's commitment to excellence in higher education:

> ". . . as things now stand the word excellence is all too often reserved for the dozen institutions which stand at the very zenith of our higher education in terms of faculty distinction, selectivity of students, and difficulty of curriculum. In these terms, it is simply impossible to speak of a junior college, for example, as excellent. Yet, sensible men can easily conceive of excellence in a junior college.
>
> "The traditionalist might say 'Of course! Let Princeton create a junior college and one would have an institution of unquestionable excellence." That may be correct, but it leads us down precisely the wrong path. If Princeton Junior College were excellent in the same sense that Princeton University is excellent, it might not be excellent in the most important way that a community college can be excellent. It would simply be a truncated version of Princeton. A completely meaningless result would be achieved if General Motors tried to add to its line of low-priced cars by marketing the front half of a Cadillac.
>
> "We shall have to be more flexible than that in our conception of excellence. We must develop a point of view that permits each kind of institution to achieve excellence in terms of its own objectives.

". . . we must recognize that there may be excellence or shoddiness in every line of human endeavor. We must learn to honor excellence (indeed, to demand it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness, however exalted the activity. There may be excellent plumbers and incompetent plumbers, excellent philosophers and incompetent philosophers. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

V OPERATING BUDGET

The operating budget proposed for the 1971-1973 biennium is based upon the enrollment predictions already cited. The budget requested assumes an operating cost of $1,300.00 per FTE student. This figure was developed on the basis of the experience from Elko Community College. The budgeted figure for Elko for 1970-71 was $1,189.00 per FTE student. An 8% increase in cost per student was estimated for 1971-72. This would give a figure of $1,294.00 per FTE student for the year 1971-72. A percentage increase for increased salaries for 1972-73 would bring this figure over the $1,300.00 per FTE student; however, it was decided to use a rounded figure of $1,300.00 per FTE student for the biennium.

However, it is also proposed that the 1972-73 appropriation be based on the predicted enrollments of 225 at Elko, 1,000 at Western Nevada Community College, and 1,600 at Clark County Community College but that only $1,300.00 per FTE student actually enrolled for the 1971-72 academic year be guaranteed to these colleges. The colleges could have additional funds to the limit of the appropriation at the rate of $1,300.00 per FTE over the 1971-72 actual enrollment.

The operating budget for Nevada's community colleges is predicated on the assumption that student registration

fees should not exceed 20% of the total amount of income. The Community College Division believes strongly that these student fees should be kept at a low level and even looks forward to the time when there can be no registration fees. This would provide greater opportunity for more students to attend a community college.

It is planned in the operating budget for the 1971-73 biennium that community college students pay a $8.00 per credit hour registration fee, a $2.00 per credit hour capital improvement fee, and a $10.00 associated student fee per semester for students taking 7 or more credit hours. Non-resident students would pay an additional tuition fee of $5.00 per credit hour.

Some of the advantages of a community college to the people of the State of Nevada are worth reviewing here since many of them relate to cost.

(1) Lower cost higher education is available to students. Community colleges are generally commuter colleges and most of the students attending them live at home. This means a considerable savings in terms of the high cost of room and board.

(2) Higher education is accessible to many more students. Community colleges practice an open door admission policy and admit any high school graduate. National statistics show that in cities where no college exists only 35% of high school graduates go to college. In cities where a community college

exists, over 55% of the high school graduates attend college.

If the national pattern is followed in Nevada, we could expect 1,800 more students from the 1971 high school graduating classes to attend college. Presumably most of them would attend the community college.

National statistics also indicate that if a community college is established in an area, one person for every 200 in the population of that commuting area will attend the community college that year. In its second year of operation about one per 100 people will attend.

(3) Community service programs are available to all citizens. Through a community service program a community college can serve students of all ages and all occupations. It can serve as a center for cultural, occupational and professional services for the community. It can serve as a catalyst in community development and self-improvement.

One need not be a high school graduate to go to this facet of the community college. Four basic services can be provided the citizens:

(a) College facilities can be made available to all groups in the community. This includes the library, community events on campus, films, lectures, concerts, etc.

(b) Educational services can be provided to many varied groups of people. Short courses, workshops, seminars, and consultations can be made available to all. These can upgrade individuals in their jobs as well as providing avocational assistance.

(c) It can assist the community by providing the leadership of the college in solving community problems. It can do research and planning, hold institutes, and cooperate with community agencies.

(d) The college can provide cultural and recreational services in the form of lectures, field trips, festivals, physical activities, etc.

(4) Technicians, skilled and semi-professional workers can be trained for business and industry. Probably 50% of the nation's labor force in the 70's will be middle manpower jobs. These jobs require an associate degree. The community college can train people for these positions by placing its major emphasis in this area. The rapid growth in population in the State of Nevada emphasizes the need for such education.

In nursing alone over 1,500 nurses will be needed in the State of Nevada in the next five years. Approximately

700 skilled workers in the service occupations will be needed. About 3,000 semi-professional people will probably be needed in the clerical and sales occupations. Another 1,000 are needed in industrial technician categories. The community college is the best place to train these individuals.

(5) Developmental programs can assist many to become useful citizens. Developmental programs (commonly called remedial) can help high school graduates and those who have never gone to high school become qualified to go into occupational programs and even liberal arts programs by offering reading, English and mathematics courses to improve their abilities in these areas. This should also help in reducing the number who fail in college.

These programs can assist those already employed and upgrade them in their present positions. Citizens in these categories can then truly say they are going to college and be proud of it.

(6) A community college has a great impact on the economy of a state. It is estimated nationally for every $1.00 that a community college district contributes to the support of the community college, the district receives $7.00 in return.

While a community college is being built, it provides jobs for those working on the building. It also attracts business and industry as well as home building to the immediate community.

If community colleges are developed in Clark County and Western Nevada 140 more new teaching and operational positions are anticipated. These people in themselves are bound to have considerable impact on the economy of the state.

Well trained technicians and skilled workers provide a labor supply to enable business and industry to expand.

(7) Community college graduates are extremely successful after transferring to four year colleges. All national studies support this premise even though community college students as a rule are less academically able than their university counterparts. Two possible answers are:

(a) The community college is able because of the distinctive nature of its mission and program to upgrade and salvage students whose high school preparation was initially inadequate to pursue college work. This "salvage" function affords the student an opportunity to complete required courses not taken in high school, to earn grade point averages sufficiently high to demonstrate competence to do college work, and to increase basic skills in the fundamental subjects.

(b) The community college transfer programs serve as a "filter" through which the proficient student passes on his way to the four-year college program, but which prevents the unqualified from continuing. The filter hypothesis suggests that the community college graduates only those students who would have been successful had they attended a four-year college in the first place. This process operates because although it is possible to predict that only 50 out of every 100 "C" students will be successful, there is no way to predict which 50 of these students they will be.

VI CAPITAL IMPROVEMENT PROGRAM

The Need for Facilities

Since the community college is attended largely by a commuting population, it is obvious that the plants of the community college should be readily accessible to the population served by the college.

Although community colleges may begin in high school buildings and existing facilities with classes held in the late afternoon and evening, it is clear that the colleges that have achieved recognition as institutions in their own right are those that have developed physical facilities clearly appropriate to their college programs. There is not only functional value in the college operating in its own plant but also a symbolic value that should not be dismissed. The community college is a college. It should have a college campus, a college atmosphere, and a college-age student body. It offers college courses, gives college credit, and awards a collegiate associate degree for the completion of a two-year academic program.

Our biggest problem is interpreting the work of a comprehensive community college. There is a tendency to try to pour new educational wine into old bottles of traditional academic concepts. The community college has its most productive development not when it is conceived of as the first

two years of the baccalaureate degree program nor when seen as grades thirteen and fourteen, but as an institution in its own right -- a new kind of college, neither high school nor university, offering broad programs of experiences of value in and of themselves, neither post high school as such nor pre-college as such.

The community college is a distinctively American social invention. It is an instrument of tremendous potential. It can motivate youth who have had little hope for learning beyond high school. It can lift the sights and strengthen the efforts of the generation wanting to go beyond their fathers' achievements. It can stimulate the creativity and slumbering interests of adults. It can provide the means for training that lead to higher level of employment. It can train for the new skills demanded by a changing technology. It can serve as a focal point for community identification oriented to the community. Controlled by the community it can be the catalyst for the processes by which the values of a free world's culture can be refined and advanced.

But it cannot do all these things without particular separate facilities.

A community college should instill in a student pride in his own campus, a realization that on it provision is made for assessment of his personal talents and interests and a realization that on his campus he enjoys a reasonably

gracious and commodious facility for study, contemplation and out-of-class relaxation. To do this the physical setting of this campus should be attractive and the general environs indicative of a serious public intent to evaluate student aspirations and achievements, and the overall physical space adequate to provide for a full compliment of student recreational, co-curricular and cultural enrichment programs for all classifications of students who enroll.

The heavy emphasis of the community college is to serve the student who lives at home and commutes daily to college. Student housing facilities are not available resources whereby stress on the identity of the individual student can be demonstrated. In place of this, however, the more creative and effective community colleges are exploring and refining other means and techniques for making students feel at home and at ease on their campus. This requires large commitments to student lounges, recreational areas, locker rooms and other storage spaces for personal belongings, individual small group discussion and study spaces, special rooms for listening to recordings and viewing television programs, and other types of facilities that recognize the extended periods that the students will spend on their campus.

The community college must be a center for community, social and cultural enrichment as well as the one which contributes to educational advancement of the locality it

serves. This objective emphasizes the essential qualities of accessibility, space for special purpose facilities, such as meeting rooms and food services, and the need of space for parking of automobiles. When planned to be a cultural and social enrichment, a community college usually finds ready and responsive audiences in the population, even when there already exists in the area a good number of well known and established programs and resources.

Community colleges strive towards instructional excellence and gear themselves to the needs of each individual student, employing all techniques and aids that contribute to the highest achievements in teaching. These colleges are recognized for their emphasis on instruction rather than on research and scholarly production which are emphasized in the universities. Among the techniques and concepts that contribute to excellence of instruction are the availability and use of such techniques as cooperative work-study programs and new media of communication such as closed circuit television, computer assisted learning, dial access library resources and electronically equipped study carrels at which students can study independently. Use of these aids and techniques, coupled with frequent and regular student-teacher-counselor conferences, seem the strongest bases for good teaching and learning. As a consequence, a community college needs a learning and instructional resource center. These buildings are, in effect,

the depots for all sorts of special devices, aids, and resources for instruction, are concentrated and made available on a massive scale to students and faculty alike. In summary, a community college needs its own facilities for the following reasons:

1. Each community college needs its own identify, its own autonomy, its own espirit de corps for its students, faculty and administrators alike.
2. The community college needs a central facility for faculty identity. If faculty are scattered in twenty different locations they seldom see each other and seldom get together and this does not make for the best possible kind of instruction.
3. A separate facility is needed for internal communications among faculty and students.
4. Separate library facilities and learning resources facilities, audio-visual in particular, are necessary to carry-out the best instructional goals.
5. Students must have a place with which they can identify for student activities. This cannot be done in scattered facilities.
6. Shared facilities sooner or later create many problems despite the best intentions and best good will of both cooperating agencies.

7. The problem of logistics alone requires a centralized facility. It may be possible to have a program for Electronics in currently existing facilities for electronics courses but the student still needs twenty or more hours of general education that can't be given in that facility.

The following initial request for one building to house administrative offices and some classrooms for the 1971-73 biennium is as follows:

Clark County Community College	50,000 sq. ft.	$1,889,000
Western Nevada Community College	35,000 sq. ft.	$1,330,000
Elko Community College	17,000 sq. ft.	$ 719,000

The requests for the next four bienniums are listed in the following pages. The cost of the buildings is expected to be defrayed by capital improvement fees, by gifts, by federal funds, and by state funds.

These requests are based on the requirement of at least 100 square feet of space per full time equated student. This is an absolute minimum figure for a good comprehensive community college. It would still be necessary to use existing facilities as much as possible during this period, particularly to serve all areas of the state.

The long-range plans for Elko Community College call for a general classroom building, a technical building, and a small administration building.

The plans for Clark County Community College and Western Nevada Community College call for an administration-general classroom building, a technical building, a learning resource center, a physical science building, a physical education building, a student center, and general classroom building.

CAPITAL OUTLAY NEEDS

SUMMARY

1971-1979

	Capital Improvement Fee	Square Feet	Total Cost
Elko Community College	$ 138,560	35,000	$ 1,569,000
Clark County Community College	$1,296,000	400,000	$17,079,000
Western Nevada Community College	$ 860,800	270,000	$11,515,000
TOTAL:	$2,295,360	705,000	$30,163,000

ELKO COMMUNITY COLLEGE

CAPITAL OUTLAY NEEDS

I.	1971-73 Biennium				
Capital Improvement Fee: $27,200	Total:	24,000 sq. ft.	$42	$1,008,000	Need by 1973
		17,000 sq. ft.	$42	$ 719,000	Request
II.	1973-75 Biennium				
Capital Improvement Fee: $32,000	Total:	28,000 sq. ft.	$45	$1,260,000	Need by 1975
		11,000 sq. ft.	$45	$ 495,000	Request
III.	1975-77 Biennium				
Capital Improvement Fee: $37,120	Total:	32,000 sq. ft.	$49	$1,568,000	Need by 1977
		4,000 sq. ft.	$49	$ 196,000	Request
IV.	1977-79 Biennium				
Capital Improvement Fee: $42,240	Total:	35,000 sq. ft.	$53	$1,855,000	Need by 1979
		3,000 sq. ft.	$53	$ 159,000	Request

CLARK COUNTY COMMUNITY COLLEGE

CAPITAL OUTLAY NEEDS

I.	1971-73 Biennium				
Capital Improvement Fee: $182,400	Total:	200,000 sq. ft.	$38	$ 7,600,000	Need by 1973
		50,000 sq. ft.	$38	$ 1,889,000	Request
II.	1973-75 Biennium				
Capital Improvement Fee: $281,600	Total:	280,000 sq. ft.	$41	$11,480,000	Need by 1975
		150,000 sq. ft.	$41	$ 6,150,000	Request
III.	1975-77 Biennium				
Capital Improvement Fee: $377,600	Total:	340,000 sq. ft.	$44	$14,960,000	Need by 1977
		140,000 sq. ft.	$44	$ 6,160,000	Request
IV.	1977-79 Biennium				
Capital Improvement Fee: $454,400	Total:	400,000 sq. ft.	$48	$19,200,000	Need by 1979
		60,000 sq. ft.	$48	$ 2,880,000	Request

WESTERN NEVADA COMMUNITY COLLEGE

CAPITAL OUTLAY NEEDS

I.	1971-73 Biennium				
Capital Improvement Fee: $112,000	Total:	130,000 sq. ft.	$38	$ 4,940,000	Need by 1973
		35,000 sq. ft.	$38	$ 1,330,000	Request
II.	1973-75 Biennium				
Capital Improvement Fee: $185,600	Total:	190,000 sq. ft.	$41	$ 7,790,000	Need by 1975
		105,000 sq. ft.	$41	$ 4,305,000	Request
III.	1975-77 Biennium				
Capital Improvement Fee: $256,000	Total:	230,000 sq. ft.	$44	$10,120,000	Need by 1977
		90,000 sq. ft.	$44	$ 3,960,000	Request
IV.	1977-79 Biennium				
Capital Improvement Fee: $307,200	Total:	270,000 sq. ft.	$48	$12,960,000	Need by 1979
		40,000 sq. ft.	$48	$ 1,920,000	Request

VII SITE CRITERIA

The site for Elko Community College is now established on the old Elko golf course.

The sites for Clark County Community College and Western Nevada Community College should be chosen on the basis of the following criteria: accessibility, cost, topography, location and environment, size, and availability of utilities.

(1) Accessibility. As has been stated before, the basic purpose of the community colleges in Nevada is to make education beyond high school available to all people in the community. The site for the community colleges then should be as accessible as possible to as many people as possible. It should be located in the center of the population to be served. The minimum time for a maximum number of students to travel to the site should be calculated. There should be safety of entrances and exits for traffic as well as safe and rapid movement to and from the site in all seasons of the year. Availability of nearby student employment opportunities should be considered. The availability of public transportation, if available, should also be considered. Since the community college will operate in the evening as well as in the daytime, these factors should be considered in relationship to after dark traffic. Accessibility also includes the provision of adequate parking facilities for students. There should also

be easy accessibility for those special service agencies needed by the college.

(2) Cost. The consideration of cost is an important one to taxpayers. A superior site however although higher priced initially may end up being the best long-term investment. It is hoped that in Nevada a site may be given to the community college.

(3) Topography. Site should be selected with particular attention to natural drainage. If possible, it should have a slightly rolling surface and under no conditions should it be lower than the surrounding land. Test borings should be made to ascertain the nature of the subsoil. Good subsoil is needed even though a substantial portion of it will be covered by buildings, walks, service roads, and parking lots. No barriers such as rivers and highways should split the site. Surface and subsurface drainage conductions should be substantiated by engineering studies as part of the documentation for the site.

(4) Location and environment. The site should be approximately in the center of the population to be served. The surrounding areas should be zoned in such a way as to protect the college from obnoxious odors, undesirable noises, and special traffic hazards. Air traffic problems and similar problems should be avoided. The most desirable location is in a quiet neighborhood well away from industrial areas.

It should also be located away from prevailing flight patterns of commercial airlines. Factors which make an abandoned military or industrial site a good location desirable for its original purpose often do not work with equal advantage for a community college.

(5) Size. One very common error made in relation to size is that of providing a site that is too small. The educational program of the community college is restricted and space for natural expansion then is not available. Space should be available for natural expansion up to 5,000 students. The minimum number of acres for the site should be 125 acres. The site should be approximately rectangular in shape; irregular shape sites present serious problems for efficient campus layout.

(6) Availability of utilities. The site should have easy access to nearby water lines, electrical power, gas lines, and drainage systems. The site should be easily accessible to police, fire, and other safety officials.

A detailed recommendation on sites for Clark County Community College and Western Nevada Community College will be presented later using the above criteria.

VIII SUMMARY OF PRINCIPAL ITEMS FOR THE COMMUNITY COLLEGES IN NEVADA

1. Community colleges subscribe to an open door policy of admitting any high school graduate or any adult who is capable of profiting from continuing education.

2. Community colleges believe in a system designed to pass students rather than one designed to fail students. Standards should be set for each course and program and if a student cannot meet this standard, he should be allowed to try some other course or program without penalty.

3. The community colleges established in this state should remain two-year colleges and not become four-year colleges.

4. Community colleges should be comprehensive in nature offering occupational, university parallel, community services, and developmental programs with broad counseling and guidance services available.

5. The goal of community colleges is to have 60% of the students enrolled in occupational programs.

6. All post-secondary technical education at the two-year level in Nevada should be offered by the community colleges.

7. The community colleges in Nevada will encourage their students to complete two-year programs at the community college before considering transfer to a university.

8. The goal of the Community College Division is to make the services of community colleges available to all people in all sections of the state.

9. In order to meet the manpower needs of the state two new community colleges should be established in Clark County and Western Nevada to open on August 30, 1971.

10. The maximum size of any community college in the state should be 5,000 full time equated students.

11. Elko Community College should provide services to the following counties: Elko, Humboldt, Lander, Eureka, and White Pine. Clark County Community College should provide services to the following counties: Clark, Lincoln, Nye, and Esmeralda. Western Nevada Community College should provide services to the following counties:

Washoe, Pershing, Churchill, Mineral, Lyon, Douglas, Storey, and Carson City.

12. Community college graduates should be accepted at the state universities with full transfer rights as juniors and should be given priority in admission.

13. The community colleges wish to be accredited solely by the Northwest Association. Accrediting by specialized agencies should be discouraged but voluntary cooperation with these agencies encouraged.

14. The cost of a community college education in Nevada to a student should be kept at as low a level as possible.

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